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ABSTRACT

The objectives of this national survey were: (1) to order the priorities for educational programing, (2) to identify themes for the parent education television series, (3) to identify any demographic differences in perceived needs, and (4) to identify television programing preferences. Data were collected from three sources: (1) five focus group interviews with small groups in five cities, (2) 48 persons with professional viewpoints on public trends, and (3) a representative sample of 1300 American households. Recommendations based on the findings include: (1) five topics for planning educational programing (parenting and family life, economic/vocational skills and attitudes, health and nutrition, interpersonal relationships, values and morality); (2) planning should incorporate a massive promotional campaign, increased avenues for local involvement, and diverse types of people should be portrayed in normal, realistic situations; (3) decisions regarding target audiences should consider a younger, middle income group in the middle-educated range and a massive promotional campaign to attract such an audience; and (4) a survey should be conducted annually to match television programing to public needs. Demographic data, methodology, and a summary of responses to each survey question are provided. (DAG)

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G-98

DEVELOPMENT AND PRODUCTION LEADING TO A TELEVISION SERIES ON PARENT EDUCATION

AN ASSESSMENT OF PARENT EDUCATION AND GENERAL NEEDS THAT CAN BE SERVED BY EDUCATIONAL PROGRAMMING FOR TELEVISION

Executive Summary

April 30, 1977

Prepared for:

Division of Educational Technology
U.S. Office of Education
Department of Health, Education and Welfare

Under Contract No.

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EXECUTIVE SUMMARY

PURPOSE

The use of national television programming for educational purposes is increasing rapidly, through the impetus of both private and governmental funding. In order to maximize the impact of the limited funds that are available, it is necessary to tailor program planning to the needs of the audience to be served. When the American public is the audience, as it is for most programming, especially when government-financed, it is critical to assess the concerns and issues important to the public.

Under contract to the U.S. Office of Education, Applied Management Sciences has conducted a national survey to assess the public's concerns about parent education and to assess the general issues and concerns of the public for future educational television programming decisions. In addition, these data are being used by Applied Management Sciences and its consortium partners, the Educational Film Center and the Institute for Child Study of the University of Maryland to provide input into the production of a national television series on parent education.

OBJECTIVES

Specifically, the objectives of this study were to:

(1) Order the priorities for educational programming

- Determine the perceived critical problems or issues of concern to adult Americans.
- Determine the perceived coping or growth problems or issues of concern to adult Americans
- Determine whether television programming is perceived as a delivery system for such problems.

(2) Identify appropriate themes for the parent education television series.

(3) Identify any demographic differences in perceived needs.

(4) Identify television programming preferences

- Determine the receptivity to informational/educational television programming.
- Determine accessibility to and receptivity of public television broadcasting.

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METHODOLOGY

There were three modes of data collection: (1) five focus group interviews were conducted with small groups of people in five cities for a preliminary exploration of the day to day problmes people encounter; (2) 48 persons whose professional viewpoint includes observation of public trends in the social sciences were interviewed; and (3) a representative sample of 1300 American households with listed telephones was selected, and the individuals asked to rate pre-selected topics and comment on their own perceptions in a short telephone interview. Data collection began in November, 1976 and continued through the end of March, 1977. Data analysis and reporting were performed in April, 1977.

FINDINGS & RECOMMENDATIONS

The issues raised by all three survey samples paralled one another closely, although each group reported from somewhat different perspectives.

Finding #1: Important Topics

The most persuasive issue that emerged commonly from all respondent groups was concern about parent education, child development and family life. The public is particularly in need of support systems to help in coping with both day to day problems and personal development concerns.

Economics and employment issues were the second major concern rasied, including such issues as employment -- earning a living, finding meaningful work -- and the cost of living; career development; training and understanding of the labor market; business conditions, which were spontaneously mentioned more frequently than any other concern by the telephone sample; money management; and retirement planning.

Health and nutrition information needs constituted the third major concern, and interpersonal relationships and personal development were also areas considered to be of major interest to respondents. A final area common to all samples was concern with values and morality in such day to day experiences as marriage, family, work, materialism and the "new" permissiveness.

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RECOMMENDATION #1

Applied Management Sciences recommends, based on these results, that the following five topics be considered priority areas for planning educational programming:

- *Parenting and family life*
- *Economic/vocational skills and attitudes*
- *Health and nutrition*
- *Interpersonal relationships*
- *Values and morality*

Finding #2: Programming Considerations

Respondents were asked to comment on their perceptions of appropriate delivery systems for services and information related to the above findings. In general, they had some reservations about the ability of current television programming to handle such topics, but expressed optimism about television's potential to address serious social concerns. Most respondents associated good programming with public broadcasting.

It was emphasized that good programming must include massive promotional campaigns to be successful in teaching an audience, and programs should stimulate action by viewers for further involvement or information. Perhaps most importantly, a good program should include positive images of different kinds of people in different kinds of situations, instead of making the portrayal of a specific sub-group the focus of a program or series.

RECOMMENDATION #2

Applied Management Sciences recommends, based on these results, that planning for educational television programming, regardless of topic, should incorporate these considerations:

- *A massive promotional campaign is required*
- *Additional avenues for involvement or further information, possibly on a local level, through schools, libraries, community organizations, individual materials, etc., should be provided.*

- *Diverse types of people should be portrayed in normal, realistic situations*

Finding #3: Target Audience Identification

Some conclusions can be made about the identification of potential target audiences for national programming from the results of ratings of topics by the various demographic groups in the telephone survey. Groups which felt topics were less important for themselves to get more information about were over 55, had college degrees or more, and family incomes of over $25,000. These low ratings may reflect a low esteem of the problems' importance, or may be an indication that these groups feel they need no further information or sources of information. It is also important to note that sex and ethnicity were seldom found to influence the public's ratings of the importance of the issues presented to them.

RECOMMENDATION #3

Based on these results, Applied Management Sciences recommends that decisions regarding target audiences for educational televison programming consider the following:

- *Primary consideration for target audiences should be given to a younger (less than 45 years old), middle income group in the middle-educated range.*
- *A massive promotional campaign is needed to attract this audience to educational programming.*

RECOMMENDATION #4

Finally, on the basis of what we have learned about the changing nature of public priorities through the needs assessment process, Applied Management Sciences recommends that this type of survey be conducted annually to ensure that television programming is responsive to public informational needs.

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DEVELOPMENT AND PRODUCTION LEADING TO A TELEVISION SERIES ON PARENT EDUCATION

AN ASSESSMENT OF PARENT EDUCATION AND GENERAL NEEDS THAT CAN BE SERVED BY EDUCATIONAL PROGRAMMING FOR TELEVISION

Final Report

April 30, 1977

Prepared for:

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1

INTRODUCTION

This document reports the results of a national needs assessment survey conducted by Applied Management Sciences for the Office of Education, Division of Educational Technology, as part of Contract No. OE-300-76-0398. The purpose of the survey was to assess the general needs of adult Americans that could be served by educational programming for television, and the data are intended to be used by OE and other agencies as funding decisions are made concerning the development of educational programs or series. The survey had three component parts: a series of focus group interviews, intended for collection of preliminary data for the survey; a telephone survey of 1300 adult Americans in order to ask the public directly about their predominant concerns; and a series of personal interviews with experts in a variety of broadcasting and education and social science-related fields, to obtain an analytic perspective on the direction in which television programming should move.

This report will discuss the questions that the survey was designed to answer, document the procedures used, present the results of the three component parts, and synthesize the findings.

Chapter 2 provides an overview to the problem being addressed by this study, the background of the study and the research objectives.

Chapter 3 presents a discussion of the methodology employed for each of the three study components--the focus group interviews, personal interviews and national telephone interviews.

Chapter 4 details the findings from each of these efforts.

Chapter 5 discusses the study results and presents some recommendations for educational television programming.

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STATEMENT OF THE PROBLEM

Since the Office of Education anticipates that the trend towards the increasing use of national television programming for educational or instructional purposes will continue, it became critical to assess the concerns and issues important to the American public that could be served by this vehicle. Such an assessment will provide a rational basis for decisions concerning allocations of resources for the development of new television series or supplementary assistance to ongoing endeavors. Additionally, Applied Management Sciences, in consortium with the Educational Film Center, Springfield, Virginia, and the Institute for Child Study of the University of Maryland, College Park, Maryland, is currently under contract to the Office of Education to develop and produce a national television series on parent education. To facilitate this effort, information on the perceived parenting-relating needs of a large group of parents is required. It is for both of these reasons that the Office of Education provided funds for Applied Management Sciences to conduct a national assessment of the important general problems and issues and parent-specific problems and issues faced by the adult American public that could be addressed by television programming.

There are many reasons for the expectation of a growing market for educational programming. First, television has been successfully used as a medium for instruction and learning in many educational settings, primarily schools. Given the proper planning and careful

integration into the instructional process, it is demonstrably pervasive and effective. Highly successful programs with educational intents have been developed in the past few years to be broadcast to a national audience via commercial and public television stations. These programs were successful in meeting their learning objectives and in reaching a considerable audience (e.g., Sesame Street, The Electric Company). Thus, the precedent exists for reaching national audiences for purposes of transmitting specific instructional agenda via national television programming.

Second, television is already a highly pervasive influence in the American household, so it seems logical that such a powerful medium could be trapped for instructional as well as entertainment purposes. Not only do Americans own television sets, but they are watching them. The average home set is reported to be turned on for 6 hours and 14 minutes a day according to data reported by A. C. Nielsen in the August 16 issue of Broadcasting.[1/] Further, it is estimated that by the time the average American child is 18, s/he has watched over 22,00 hours of viewing time. More time has been devoted to this activity by 18 years of age than any other single activity with the exception of sleep.[2/] Even television with entertainment purposes impacts on peoples' attitudes and behaviors. For example, in a 1971 study, LoScuito asked adults what they thought they learned about the world in general: they learned how to handle themselves in social situations and how to deal with their own personal problems. These responses echoed earlier findings. In a 1968 study of adults and adolescents living in New York, one-third of the respondents said that viewing television helped them to better understand their own personal problems and to make decisions.

1/ Broadcasting, Volume 91, No. 7: August 16, 1976

2/ Richard C. Burke, Instructional TV: Bold New Venture (Blommington: Indiana Univ. Press, 1972), p. 121

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Third, television is preferred over traditional in-school instruction to reach large audiences. Regular (i.e., classroom-oriented) instructional modes have several limitations: students must travel some distance to reach the classroom; social and economic conditions often prevent prospective students from utilizing traditional modes; teachers can only serve a limited number of students at one time; quality personnel are not efficiently used; and non-print information (lectures, presentations) cannot be stored or retrieved.[1/] Educational programming for television can overcome these restraints. Further, these restraints particularly affect the adult learner, who is characteristically resistant to the traditional classroom situation.

National television programming has already been recognized as an optimal vehicle for dissemination of information to the American public or to sub-groups of the public, as evidenced by the Office of Education's financial support for production of The Electric Company and Sesame Street and their funding of the development of the previously mentioned parent education television series. Given the anticipated increase in educational programming plus the proliferation of programming ideas and the competition for limited resources, a rational basis needs to be established for making decisions concerning the type of programming concepts and subject matter. The Office of Education determined that its funding decisions should be based on data on the primary concerns and issues faced by the American public. This determination was predicated on two assumptions: that responsible programming should be responsive to the public's needs, and that for educational television programming to be successful (that is, to attract the intended audience and achieve the desired goals), it must address issues, problems, or informational

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1/ Lewis A. Rhodes, "The Role of Television in Education," in Richard C. Burke (ed.), Instructional TV: Bold New Adventure Bloomington: Indiana Univ. Press, 1972), p. 4.

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areas of interest to a large number of people. Unfortunately, no reliable and valid national data bases were found to exist that could be used to determine the public's primary concerns, as the following discussion illustrates.

The data that exist on the public's educational programming preferences are not appropriate for purposes of prioritizing areas for further programming development. Much of the available data deals with the prioritizing of specific, existing educational television programs or series; and/or has been collected by local stations' ascertainment studies which assess local needs and serve the local television stations' agenda. Furthermore, since ascertainment studies have served a variety of purposes pertinent only to each local station, it is impossible to aggregate the local data to a national level.

The survey described within this report was intended to assess problem areas that could be served by television programming. It is developmental in nature and national in scope, which differentiates it from the purposes of existing information bases. Finally, this assessment is a state-of-the-art survey; predominant public needs and concerns as well as media reflection of them change very quickly. Thus, for television programming to reflect current issues and problems, this type of survey would have to be conducted immediately prior to decision making, and updated frequently.

In order to establish an appropriate data base for the ordering of priorities for educational television programming, a national needs assessment survey technique was chosen. Two primary methods of data collection were selected. Approximately fifty experts in a variety of social science fields were personally interviewed to assess their perceptions of the American public's predominant needs; and, a national survey of adult Americans was conducted to directly assess the public's needs and concerns. In addition, a series of focus group interviews were conducted with approximately forty-five individuals in order to explore in an open-ended manner their predominant concerns; the results of the focus group interviews were

primarily used to develop a close-ended questionnaire for the survey of adult Americans. All three components of the needs assessment, in conjunction with each other, were designed to address the following study objectives:

(1) Order the priorities for educational television programming:

- Identify general problem areas:
  - .. To determine the perceived critical problems or issues of concern to adult Americans. Critical problems/issues are defined as areas related to survival or security needs that are considered severe enough to be served by public social service agencies or institutions; that is, programmatic responses to these problems exist. Examples of such problems/issues might include: coping with someone's drug or alcohol abuse, tips on consumerism, identifying mental health problems, improving one's health care, etc.
  - .. To determine the perceived coping or growth problems or issues of concern to adult Americans. Coping or growth problems are not typically served by total program responses although general resources are available. Examples of such problems/issues might include: gaining information related to home repairs, hobbies/crafts, historical events; metric education; planning retirement activities; understanding changing sex roles, etc.
- Identify delivery systems:
  - .. To determine whether television programming is perceived as a delivery system for critical or growth problems.

(2) Identify appropriate themes for the parent education television series:

- To determine whether parenting or raising young children is one of people's perceived problems or issues of concern.
- To determine the perceived important parenting related concerns of adult Americans and adult parents.

(3) Identify demographic differences:

- To determine whether there are geographic/urbanicity/age/education/racial/income/marital status/sexual differences in peoples' perceptions of problems/issues and their attitudes and viewing habits towards television programming.

(4) Identify television programming preferences:

- To determine peoples' receptiveness to informational/ educational television programming.
- To determine peoples' access and receptiveness to public television (i.e., broadcasting from non-commercially owned television stations).

3

STUDY METHODOLOGY

3.1: PURPOSE OF THREE-PRONGED APPROACH

The main thrust of the needs assessment study was to identify areas of concern that the public wants to know more about or that analysts think should be brought to the attention of the public. It was not a primary purpose of this study to inquire about the use of television as a delivery system for the relevant information needs. The Office of Education felt that most individuals have predetermined expectations concerning the types of subject matter appropriate for television that are influenced by the variety of current programming, and they did not want respondents' expressions of concerns or issues to be limited because of these expectations. Thus, respondents were probed primarily about their concerns and only secondarily about how television might assist in addressing those concerns. Each of the two major study components, the national survey of adult Americans and the survey of prominent analysts, was intended to provide a different perspective on the predominant concerns and issues that should be brought before the American public. The focus group interviews served as formative research for the development of the other two study components.

3.2: FOCUS GROUP INTERVIEWS

A group discussion method was chosen for a preliminary exploration of the problems that people encounter in everyday life and peoples' attitudes toward television. The focus group interview format allows a free-flowing, divergent discussion on

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a topic or series of topics, and it was thus considered highly suitable for a formative study on the range of concerns, problems, and issues that people feel are important to them and/or want more information about. Prior to the conduct of the focus group interviews, the areas that the ensuing study would focus on were delineated, and those areas were incorporated into a discussion agenda (see Appendix A). People were encouraged, through probe questions, to freely talk about the range of topics important to them within each area introduced by the group facilitator. These responses were primarily used to structure the close-ended response choices to the items in the national survey of adult Americans, although, in some cases, the analysts who were personally interviewed were asked to comment on the concerns expressed in the group interviews.

The series of five focus group interviews each consisted of about nine participants and one discussion facilitator, and were held in five separate locations throughout the country. These interviews were conducted in late October and early November, 1976. Based on experience in conducting this type of session, it was decided that young (18-late 20's) persons and middle-aged persons should not be mixed in the same session. Thus, participants were selected for each session to obtain the following mix of characteristics:

City	Group Characteristics
Princeton, New Jersey	Middle-class adults
Chicago, Illinois	Working-class adults
New Orleans, Louisiana	Working-class adults
Dallas, Texas	Middle-class young adults
Los Angeles, California	Working-class young adults

Each meeting lasted for approximately two hours and discussion centered around the agenda exhibited in Appendix A.

Data analysis was primarily qualitative in nature, in that judgments were made regarding the major concerns that were expressed and the predominant types of attitudes towards television as an information delivery system that were voiced. The results were used to

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structure several of the forced-choice inquiries on the questionnaire for the national telephone survey. The findings relating to television's utility as a delivery system served as input into the planning of Applied Management Sciences' parent education television series. (See Chapter 4 for a summary of the findings.)

3.3: PERSONAL INTERVIEWS

In addition to querying the public directly concerning their informational needs, it was considered important to obtain comments from analysts in a wide variety of social science related fields concerning their perceptions of topics and issues that should be brought before the public to improve the American "quality of life." For example, far-sighted analysts may have warned us years ago about the need for energy conservation before the public became generally aware of the severity of the problem, and this topic would have been a valid focus of an information campaign at that time in spite of the fact that the general public did not express a high level of interest in the matter. It was, therefore, decided to include personal interviews with approximately 50 individuals felt to be in a position to comment on the informational needs of the public from their own professional perspectives.

In order to obtain an interview agreement from enough people in an adequate representation of different fields, a preliminary list of approximately 125 individuals was developed. This preliminary list was developed with the following considerations in mind:

- obtaining representation from diverse fields
- obtaining a sizeable number of women and minorities
- selecting individuals who are considered to be analysts or critics within their fields
- selecting individuals who are prominent and visible within their fields
- selecting individuals who are in a position to speak about issues within their field that impact on the public.

Potential respondents were sent a letter explaining the purpose of the study and the nature of their proposed involvement. Subsequently, these individuals were contacted by telephone to ascertain whether they were willing to participate in the study and, if so, an interview was scheduled with them. As it became necessary to develop a second list of potential respondents, more substitutions were made in the fields where the initial acceptance rate was low. Nevertheless, the desired representativeness by fields was not obtained; proportionately more educators and broadcasters agreed to participate, perhaps because the subject of the interview was closely akin to their professional endeavors of bringing information before large numbers of people. Appendix B includes a list of the final forty-eight respondents and their primary affiliations.

Once an individual agreed to participate in an interview, a separate discussion agenda was developed for him/her that focused on his/her professional activities and areas of interest. Although each discussion agenda was designed for a specific respondent, the goal of each interview was to obtain three essential points of information:

1) Within the respondent's field, the major concerns and issues that need to be recognized and dealt with by the American public.
2) Within the respondent's field, his/her thoughts on the concerns and issues of the American public for which <u>they</u> would like more information.
3) His/her impressions of the ability of television programming to meet these information needs.

Thus, the discussion points included in each agenda were intended to obtain that core information (see Exhibit 3.1 for a sample discussion agenda).

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EXHIBIT 3.1: SAMPLE DISCUSSION AGENDA

RESPONDENT ON CONSUMER EDUCATION

INTERVIEWER:

1. WHAT DO YOU THINK ARE THE MAJOR ISSUES ON FOOD FOR WHICH ADULTS WANT TO KNOW MORE ABOUT?

   (Probe: Specifically, what do adults ask for information about, for example, shopping for food, budgeting for food, etc.?)

2. ARE THERE FOOD-NUTRITION RELATED AREAS ABOUT WHICH CONSUMERS ARE ILL-INFORMED? WHAT ARE THEY? ARE THERE OTHER AREAS ABOUT WHICH THEY NEED MORE INFORMATION?

   (Probe: Do you think consumers are currently receiving adequate information about the goods and services they buy?)

3. WHAT TARGET GROUPS ARE MOST IN NEED OF INFORMATION?

   (Probe: Where would you begin with consumer education?)

4. YOU HAVE WRITTEN SEVERAL COOKBOOKS. IF YOU COULD WRITE ONE BOOK THAT YOU KNOW ALL CONSUMERS WOULD USE AS A GUIDE FOR LIVING, WHAT WOULD IT BE ABOUT?

5. WHAT ABOUT THE SUBJECT OF NUTRITION? IS THIS AN AREA ON WHICH CONSUMERS NEED MORE INFORMATION? WHAT SPECIFICALLY DO THEY NEED TO KNOW?

6. HAS INDUSTRY AND THE FEDERAL GOVERNMENT BEEN ACTIVE IN CONSUMER EDUCATION?

   (Probe: What has been the role of industry and the Federal government in consumer education? Have the two worked together? Where do you see need for improvement?)

7. WHAT MEDIA METHODS HAVE BEEN USED FOR CONSUMER EDUCATION IN THE FOOD INDUSTRY?

   (Probe: What have been the most successful methods of consumer education, and why?)

8. DO YOU THINK TELEVISION PROGRAMMING CAN MEET THESE INFORMATION NEEDS?

   (Probe: Have you any ideas of how TV could meet these needs?)

Prior to discussions with respondents, Applied Management Sciences' staff were thoroughly trained in: procedures for contacting potential respondents and arranging interviews; preparation for the interview, including the development of a discussion agenda and gaining familiarity with the respondent's background and interests; sound interviewing procedures, such as proper questioning and probing techniques; and recommended reporting procedures. Interviewers prepared an "impressionistic" memorandum reporting the results of each discussion and citing the respondent's comments as accurately as possible. Memoranda were usually completed within two working days of the interview to facilitate accurate reporting. These memoranda served as the primary source for subsequent analysis of respondents' insights. Once all interviews were completed (interviewing took place during the period from late January, 1977 through late March, 1977), all of the memoranda were carefully read and the major points and unifying concepts were summarized. No formal, quantitative data analysis was conducted; rather, the data analysis was qualitative in nature. The results of the personal interviews are presented in Chapter 4.

3.4: TELEPHONE SURVEY

The purpose of the telephone survey which used a national representative sample of 1,300 adult Americans was to address the overall study objectives from the point of view of the adult American public. Their predominant needs in general and parent-specific needs, and also attitudes toward television as a delivery system were explored. The following discussion presents the methodology used to implement the telephone survey, including the sampling procedures, the design of the questionnaire, the interview procedures, and the data analysis plan.

3.4.1: Sampling Procedures

(1) Sample Specifications

The universe of inquiry for the telephone survey included all adults (18 years or older) in the continental United States in

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households with listed telephones. Applied Management Sciences designed a sample of 1,300 respondents to be representative of the universe of inquiry. To be able to generalize results to the universe of inquiry, the sampling then yielded a final respondent sample that:

- is representative of the universe of inquiry--it reflects the same degree of diversity apparent in the universe of possible respondents
- is of minimum size and that was implemented at a minimum cost per completed interview
- includes a minimal chance of systematic bias.

In order to obtain an effective sample of respondents, a multi-stage stratified cluster sampling design was employed. The smallest sampling unit was households with listed telephones and the final unit of analysis was adults within households. Appendix C provides a detailed description of the sample design. A representative sample of the American public was obtained, as illustrated by the close match between sample demographics and population demographics (see Appendix D).

3.4.2: Interview Procedures

A staff of highly trained interviewers experienced in conducting sensitive telephone surveys was used to conduct the 1,300 telephone interviews. Interviewer instructions specific to this survey were included on the questionnaire, including appropriate "probes" if the respondent evidenced difficulty responding to the question (see Appendix E). Additionally, interviewers were instructed to allow respondents to skip any question if the respondent demonstrated embarrassment or reluctance to answer.

All telephone calls were made from a central location using toll-free telephone lines, allowing close supervision of the interview procedures and the opportunity for interviewers to surface problems/concerns to the field work supervisor and receive immediate direction. This ensured consistency in the interview procedures with a minimum of problems.

3.4.3: Questionnaire Development

(1) Formative Research

The survey questionnaire was developed to measure the needs assessment objectives and to be administered by telephone in a short (15 minute) period of time. As such, it was decided to use closed-ended responses to the questions on critical and growth problems/ issues and on parenting themes, since time would not allow for the respondents to freely respond to these areas of inquiry. However, formative research into the range of responses that participants would freely give to these areas of inquiry was needed in order to validly structure the closed-ended response options.

This formative research was accomplished by conducting a series of five focus group interviews of approximately nine participants each. (See Section 3.2 for a detailed description of the focus group methodology.) The areas of inquiry expected to be used for the questionnaire were the discussion agenda, and the participants were encouraged to freely respond to the areas of inquiry. The types of responses elicited during these discussions were included in the closed-ended response options for the questionnaire.

Interactions during the focus group interviews also demonstrated that it takes a while for participants to feel sufficiently comfortable to express serious problems and concerns fully. This finding supported our decision to use a closed-ended format in favor of an open-ended format for the questionnaire. Secondly, this finding influenced the decision to use projective questioning techniques - to ask participants about their friends' problems instead of their own - in order to help diffuse participants' anxiety about admitting personally to having serious problems.

Following questionnaire development, the instrument was pretested by making several telephone calls to randomly selected households in the Washington, D.C. area. The instrument was then submitted to the Office of Education and later to the Office of Management and Budget for clearance. Clearance was obtained in February, 1977.

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(2) Questionnaire Item Development

Each questionnaire item was developed to measure a specific study objective or group of objectives (see Appendix F for a matrix relating questionnaire items, objectives, and tabulation strategies).

Secondly, several demographic items were included, although some demographic information was obtained indirectly. That is, the geographic region and the type of area (urban, suburban, rural) in which a respondent resided could be determined through the sampling stratification process and was pre-coded at the top of the questionnaire for each respondent. However, although information on geographic location and urbanicity was recorded for each respondent, the respondent's name, address and/or telephone number were not recorded in any manner.

4

RESULTS

The results of the three study components, the focus group interviews, the personal interviews, and the telephone survey, will be discussed separately within this chapter. Subsequently, the findings from all three study components will be synthesized--that is, the issues/concerns voiced by the public and which also surfaced from the point of view of prominent individuals will be explored. The results of the focus group interviews are of interest primarily in terms of the design of the telephone survey and structuring of questions for the personal interview respondents.

4.1: RESULTS OF FOCUS GROUP INTERVIEWS

The focus group participants shared a concern about many similar problems and issues and these concerns cut across geographic location, income, educational background, race, sex and age. These commonalities, as well as areas of divergence, will be explored in the following discussion. The types of problems and concerns addressed by respondents and elaborated in the ensuing discussion can be grouped into the following four general categories: (1) family-related issues; (2) global/societal concerns; (3) personal development/interpersonal relationships; and (4) economic-related problems. Subsequently, participants' responses to interviewer probes concerning delivery systems they use to meet their needs, including television, will be explored.

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4.1.1: Family-Related Issues

The most frequently cited concerns by respondents were problems related to family life and the role of parent or child. These problems surfaced the most quickly, by both parents and potential parents (the focus group sample excluded participants in an age range that would include parents of grown children). The pressures of society and the desire to raise children in the best way possible made this a major source of concern to most of the participants. The specific concerns related to parenting and parent roles were viewed from two perspectives: child-directed and parent-directed.

In terms of child-related problems, many respondents felt that children were growing up too "fast," becoming "street-wise" too soon. Every child needs to have a period of innocence and naivete. This early development of sophistication was cited as a contributing factor in the breakdown of communication between parent and child, the lack of respect children have for people in authority, and a lack of self-discipline in children. Drugs, the new sexual freedom and their impact on development of morality in children were a constant worry. Another problem respondents aired related to children was the lack of quality education. Children are not being taught enough of the basics in school and are given too much freedom with no discipline and few guidelines.

Turning from child-related problems to parent-related considerations, most respondents stressed that a more realistic view of parenthood needed to be communicated to future parents. The drastic change that occurs in a marriage when children arrive is never fully understood until it happens. Women, particularly, need help in coping with the feeling of being "tied down" to the house with young children. The inherent problems of being a single parent were also raised.

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4.1.2: Global/Societal Concerns

The type of concerns falling into this category tended to center on the extensive "permissiveness" identified with out society and the consequences of this life style. The breakdown of marriages and families was a concern of both young and old, with both age groups favoring a more traditional approach to family life. Another consequence of this permissiveness is the violence which is so excessively displayed in the media. The real world was considered violent enough without added exposure. The fear prevailed that airing violence on television might be interpreted as condoning this type of behavior and setting up inappropriate role models for children to follow. Additionally, some respondents, particularly the younger respondents, voiced some philosophical concerns related to the materialistic, meaningless direction in which our society is moving.

An additional global concern mentioned was pollution; however, there was little reassurance felt in the groups that people would be willing to make the sacrifices needed to alleviate it.

4.1.3: Personal Development/Interpersonal Relationships

Personal development problems were usually vocalized by the women in the groups who felt that the sex role questions and sex role stereotyping in the home and at work were particularly troublesome. Personal problems such as divorce, single parenthood, dealing with older people, and telling children about death were all of immediate concern to individuals. Some of the participants were concerned about their individual contributions to society either through their occupation or through community activities. An avenue for making these contributions was sought by several respondents. Several participants were distressed about their inability to find meaningful work, which, in this context, was viewed by them as a personal development rather than solely financial problem.

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4.1.4: Economic-Related Problems

As in most situations, everyone was concerned about their personal economic situation. The cost of living and the lack of employment, created real worries about financial security with all the individuals interviewed. Complaints about easy credit and the materialistic values of our society surfaced. There was skepticism and distrust of anyone in a position of power and authority, because of the graft and corruption they felt was so wide spread.

4.1.5: Delivery Systems Utilized

Participants reported that they seldom seek out professionals or professional services for help with their personal problems. Most people expressed that they usually asked a friend or relative for advice.

When questioned specifically about the effectiveness of using television as a source for help and information, most of the participants identified several problems associated with current programming that would have to be overcome. They questioned how problems could be identified that were broad enough to attract an audience but specific enough to be of real help to individuals. The "one wayness" of television bothered them. It was also believed that this type of "educational" television would not fare well against what the commercial networks would offer. They raised questions about who would make value-related decisions concerning appropriate programming choices--the choice of important subject matter for this kind of dissemination was obviously seen as a moral decision. Further, questions were raised concerning the networks' ability to realistically deal with controversial topics. They were doubtful about the success of television as an information source if these problems could not be addressed effectively.

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4.1.6: Reactions to Parent Education Television Series

In reaction to the group facilitator's probes, the participants responded with mixed feelings toward a public television series on parent education. Although the need is there, the audience on public television might not be. Such questions as how the program would handle divorce, death, behavioral deviations, the handicapped, drugs and peer pressures were asked. However, in spite of their reservations concerning the viability of the approach, several topics were raised that respondents thought should be included in such an endeavor:

1. discipline
2. respect for the property of others
3. independence
4. good moral values and respect for others
5. intrafamily conflict
6. teenage specific problems
7. how to maintain influence over your children
8. how to use leisure time to build family ties
9. fathering

4.2: RESULTS OF PERSONAL INTERVIEWS

The group of 48 prominent individuals who granted and completed personal interviews for this study was comprised of individuals with a broad range of interests and who represented a wide variety of professional affiliations. The respondents' individual specialties, along with the number of people within each specialty, are listed below:

- Children's television (3)
- Broadcasting/Media (6)
- Educational administration (8)
- Early childhood and child care (6)
- Government policy (3)
- Public health and medicine (5)

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- Adult education and family counseling (5)
- Sociology and psychology (3)
- Consumerism (1)
- Social commentary (7)
- Religion (2)

(A list of participants and their affiliations is located in Appendix B.) Further, the sample of participants included ten minority persons (20%) and 17 women (35%).

The types of issues that the participants addressed were grouped into four descriptive categories for purposes of presentation: interdisciplinary global concerns (i.e., issues pertinent to several subject areas), intradisciplinary specific issues (i.e., concerns relevant to only one subject area), overall attitude towards television, and the government's role. These categories were constructed as the respondents' insights were analyzed, since respondents not only spoke about the public's specific information needs within their own specialties or areas of interest, but also dealt with more general issues regarding information campaigns, television, philosophical concerns, and the government's role in all of these areas. The following discussion will explore each of these four categories in turn.

4.2.1: Global Concerns

Respondents addressed a wide variety of general issues that cut across disciplinary (i.e., specific subject matter) categories. Common issues and problems that surfaced have been grouped into the following categories which will be discussed separately:

- Basic skills
- Coping skills
- Discriminating skills
- Values
- Dissemination of information
- Visual imagery (subliminal information)

Basic Skills

All the educators interviewed, as well as several respondents from various other fields, stated that a pervasive problem was lack of ability of the adult public to read, write, add, and communicate orally. Although this was cited primarily with respect to the lower soci-economic levels, it had also been identified as problematic for college students and other socio-economic levels.

The urgency with which this need is felt can be demonstrated by the following quotes from two women who have spent most of their adult lives teaching basic skills.

> How can anyone function in this country without being able to read?
>
> [Yet], one-fifth of the adult population is non-functional regarding day-to-day skills such as reading, writing, using telephones and consumerism, i.e., how to shop when unable to read.

Coping Skills

Politicians, government officials, and educators alike identified the ability to function in this highly industrial, complex society and handle everyday problems as a major problem for the public. Respondents who work in media activities suggested that the public is directly concerned with coping skills, as indicated by the repeated calls, letters, and other indicators of interest they receive in programs which deal directly with people's everyday problems, ranging from leaky faucets to filling out income taxes to raising children.

However, many respondents felt that the public tends to perceive a need for information only as a reaction to a crisis situation in which they are affected immediately and personally. The public's reaction to the energy crisis was repeatedly cited as an example of the public's failure to anticipate problems and address them preventatively - that is, the need was reacted to after it was a crisis and after it had a very personal impact on most people's lives.

Discriminating Skills

Across specialties, respondents said that the adult population needs to be taught to question what they see on television and what they read in newspapers and magazines. Too often the public thinks that everything that is publicized or printed is true and has been approved by some authority. Repeatedly, respondents felt that the adult population should use their right to selectively choose what television shows their children should watch, what foods their family should eat, and to which day care centers they should send their children.

Also, several participants stressed the need to teach clear logical thinking at the earliest age possible.

> I'd place a priority on projects for children. Children can develop a keen sense of nonsense, but they're rarely taught how to apply it.

Values

Nearly all of the respondents mentioned the need to restore values to our society, which has moved from progressive to permissive. Respondents felt that "old-fashioned" values such as traditional marriages, family unit, respect for authority and the value of work need to be taught and emphasized. Further, many respondents indicated that the public has expressed to them a need for societal support in reinforcing these values, particularly with respect to raising children.

Along with this identified need to redefine our society's value structure, the specific need to gain some personal historical perspective on our lives and heritage was expressed by several individuals. This could be accomplished, they suggested, by programs such as "Roots" or other programs dealing with the labor movement, women in history, American Indians, etc. Further, it was suggested that the need to see one's place in the overall scheme of things, affects matters broader than defining a personal self-concept, as illustrated by such daily matters and issues as placing news items into context within the global picture.

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> Americans live in a world in which there is already too much information and not enough context. Programs such as Washington Week in Review and the MacNeil-Lehrer Report are able to place isolated facts in context. ... the goal is to make life meaningful, to help lessen the despair which seems to accompany education.

Dissemination of Information

It was universally agreed that much of the information requested by the public is already available. The major problem is that the public does not know where to find it. Many of the respondents felt that it was the job of the government to make this knowledge available and make the public aware of its availability.

Visual Imagery (Subliminal Information)[1/]

About half of the respondents suggested that the media needs to be more concerned about imagery, specifically the images that are conveyed of differing special subsets of the population, such as minorities, women, the handicapped, and the aging. They specifically identified television as a medium which has to become more sensitive to the portrayal of these groups in more realistic experiences. It was felt that such portrayal would be inappropriate as the topics of specific programs per se, as that would be an overstatement and defeat the purpose of continual positive visual imagery. The positive type of images the respondents emphasized that they wanted to see presented more often were natural role models for these groups occurring almost matter-of-factly, which would belie the myths pertaining to them. For example: the grandfather who is still very active although retired; the handicapped child next door who is not sheltered or shut away in a

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1/ Subliminal Information in this instance may be defined as that information presented to the viewer which is not obvious or emphasized, such as a realistically integrated cast; respect for the handicapped, women, or the elderly, without changing the major informational goal of the material. For example, a program on personal finances with a handicapped person as the main character, but with the topic being about finances - anyone's finances.

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closet; and a black woman of strength who is turned to for advice by a colleague, are all positive images that could be incorporated into regular programming. It is these subtle images that can change the public's attitudes toward these groups.

4.2.2: Specific Issues

Since each respondent was selected from a specific subject-matter field, respondents were queried about public information needs within their own fields, and they subsequently spoke about discipline-specific issues and concerns that have confronted them due to the nature of their work and interests. Additionally, most respondents also voiced concerns about information needs in fields related to their own. The following discussion of specific issues which were raised differentiates between concerns voiced only by individuals within the relevant field, and by individuals across disciplines. The major specific issues that these respondents felt the American public needs more information about or help in coping with, listed in order of the most general consensus, are:

- Parenting Education/Family Life
- Community and Societal Support Systems
- Labor Market and Jobs
- Health and Nutrition
- Consumerism
- Education
- Women
- The Elderly

Parent Education/Family Life

Parent education was seen by most of the respondents as a much needed and neglected subject. The interest is there, the information available is overwhelming; but the delivery systems and support systems are weak. On the one hand, some respondents felt that the public has an inadequate information base about child development and planning.

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> Up until recently, there has been little formal parent education. This is an important area for social intervention.

Also, the general lack of child development knowledge among parents was cited as a major factor in child abuse cases.

Conversely, several respondents felt that the abundance of information available to and consumed by parents has served to confuse parents. The heavy responsibility given to parents by experts who state "that by the age of 5 most of the child's basic intelligence and emotional stability is developed" has produced a fearful, guilt-ridden attitude with conscientious parents.

> People don't know how to be parents - their feelings overcome them. It's seen as a huge responsibility and a lot of unresolved issues within their own family surface.

A few respondents attributed this information overload and subsequent guilt to the demands placed on parents by experts who fail to emotionally support parents' efforts, and who stress cognitive aspects of parenting rather than affective ones.

Further, respondents felt that parents specifically need help in dealing with problems of discipline, nutrition, developing self-confidence in themselves and their children, and encouraging each child's individual development.

Other problems, such as adequate day care centers, being a single parent or a working mother, or fathering-related issues were also mentioned in the interviews. One respondent indicated that parents need more help in coping with gifted and adopted children.

In relation to parenting, also, the respondents indicated a strong need for family unity and strengthening the family structure through community and societal supports.[1/]

[1/] Community and societal supports can be defined as that network of organizations, institutions, neighborhood groups, and informal social groups (family, neighbors, friends) that provide help and assistance, either materially or emotionally, to an individual or family. That is, this network reinforces an individual or family's various life pursuits.

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The schools, a typical system, were cited several times as working in conflict with parents instead of supporting them.

> Programs developed should be comprehensive in nature and pay strict attention to those other pulls on the family.
>
> Community strength (i.e., cohesiveness) is a most important ingredient. Young parents need the opportunity to dialogue with their peer group and the older parent.

Respondents in the government mentioned that a conscientious effort is currently being made to strengthen community support for the family. Even within the government, an investigation is under way as to the impact of government policies and actions on the family unit.

Along with strengthening the community supports system, early formal parent education was suggested as a possible step in addressing these issues.

> I believe that everyone needs to realize that parenting is a learned process, continuous and unending learning.

Community and Societal Supports

As discussed previously, the strengthening of community supports for both families and individuals was considered extremely important by many of the individuals interviewed. This issue has two parts: stronger support systems are needed, but people also do not generally know how to use available, existing community resources. The following two quotes illustrate both sides of this concern:

> A large segment of the population is not aware of the social services available to them. Another segment knows that such services exist but does not avail itself of these services.
>
> There is a real lack of assistance in the community to help parents cope with the swift development of society that their children are exposed to on a daily basis... Parents need help!

As a further example, respondents familiar with problems of the elderly suggested that there are many services available to the elderly of which they are unaware or uninformed. In a similar vein, government officials expressed the problem of trying to communicate to the public what services are available and how to use them. (This particular problem of information dissemination has been discussed earlier.)

Labor Market and Jobs

Again, almost one-third of the respondents mentioned public information needs related to employment. Several mentioned the need for training in basic skills in relationship to future employment while others touched on issues related to vocational information, the value of work, and the problems of blue collar workers.

> Vocational or job-related information, how to get a job, and how to match jobs with one's potential and skills [are important topics].

Several respondents stressed the need to study the future working patterns of the adult population and take a close look at second career patterns. Both economic and developmental factors dictate the need for second career preparation.

> Neither schools nor the counselors prepare people for the fact that their first career choices may be obsolete during their life time.

A specific concern related to second career choices conveyed by several respondents in diverse areas was the difficulty middle aged women encounter in re-entering the job market, regardless of whether the re-entry is of necessity or choice; this is at least partially caused by a weak community support system.

Health and Nutrition

Individuals who specialized in consumerism, public health and medicine, and parent education/family life fields stressed the need

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for accurate information concerning health and nutrition needs. This informational need was mentioned as a major concern with parents in setting the stage of nutritional habits in their children.

> The most important concern of health/nutrition educators should be in changing the attitudes and actions of families relative to their food habits, as opposed to trying to inflict them with nutrition facts.

Consumerism

Several respondents stated that the public needs more information concerning critical purchasing and personal financial management. This observation ties in with the earlier discussion of developing discriminating skills in the public.

> Consumer education... is needed because people don't know how to perform decision making in their everyday lives ....

Education

From most of the respondents, as well as the educators, came the observation that our educational system in general is not meeting the needs of the public. The system is failing not only to teach the basic and discriminating skills but also the coping skills which many of the educators interviewed felt should be taught.

> We need an enormous turnaround in our educational system. Demands for coping skills needed by people far outstrip the educational system's ability to meet that need.

Women and the Elderly

Both women and the elderly were mentioned frequently by various respondents as groups with special information needs. Both groups need to be informed about the special resources and services available to them in specific geographic locations designed to help them cope with their everyday problems.

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4.2.3: Attitudes Towards Television

All of those interviewed expressed respect for the power of television, and a favorable attitude towards the use of television as a vehicle for valuable information dissemination. Currently, however, they view commercial television as primarily an entertainment medium which uses excessive violence, crime, sex, and gimmickry to hold the audience. Most current programming is seen as lacking in creativity or innovativeness and limiting of any sense of participation by the viewer. With the possible exception of "Roots," most positive examples of good programming cited came from shows aired on public broadcasting networks.

Respondents were keenly aware of the drawing power of commercial television. Although some dismissed public broadcasting, more suggested several roles public television can play:

- As a providing ground for new ideas on program format and content and their ability to attract and keep an audience.
- As an instructional medium specifically for use with schools and classroom situations.
- As a medium to meet special interest programming needs as identified by local communities (i.e., cultural, political, and/or "educational" interests).

All agreed that if good shows are to attract a desired audience, a massive promotional campaign is crucial. They also stressed that to make any type of national programming relevant to the American public, it must be followed up with specific community related activities and information such as names and addresses of local resources.

It was stressed that television should not make passive observers out of the viewers, but should stimulate action either through follow-up conversations, providing added information, or informal community discussions. It was emphasized that public television is accustomed to coordinating its efforts with the local communities, through such channels as libraries and colleges.

No one had any new program formats to suggest, but several respondents identified the most effective formats in terms of transmitting informational concerns to the public as "bulletin board" type spots (a commercial format), and documentaries. Documentaries were viewed as a particularly powerful vehicle which entertained as well as educated. For example, one respondent commented:

> In doing this, we could discover what their lives are like, have more awareness of another culture, and, secondly, it (documentary) could show how the government addresses itself, through various programs, to their needs.

Several respondents suggested topics worthy of documentary attention, most of which focused on historical or heritage issues:

- history of the Labor Movement
- life of the working woman/man
- history of the Depression
- history of immigrants and immigration
- life of a migrant worker
- history of the American Indian

4.2.4: Federal Government's Role

Respondents spoke about the government's role in two areas: identification of general needs and information dissemination, and involvement in television programming. In terms of television programming, there was a high level of consensus among the respondents that the government should act as a major funder of quality television programming without involving itself in content questions. However, there was a fear that government involvement with content issues would result in a product representing the government's perception or point of view on the subject. A few respondents who have worked with various governmental agencies questioned the government's ability to effectively identify and address social problems, due, in part, to government complexity and duplication of effort.

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4.3: RESULTS OF TELEPHONE SURVEY

The range of issues that were explored with the 1300 adults who responded to the telephone survey can be grouped into three areas: (1) general problems, issues, or concerns that are important to the adult public; (2) attitudes toward television in general and the subjects television could address; and (3) attitudes toward a parent education television series in particular and the subjects the series should address. The following discussion of the survey results is grouped into those three categories.

4.3.1: General Problems, Issues or Concerns

The initial question[1/] in the telephone interviews was an open-ended, free response query asking individuals to identify the problems or issues they face in their everyday life. These responses could be grouped into over thirty separate categories. The concerns that emerged most frequently are listed below along with their frequency of occurrence in the interviews:

- business conditions (22.3%)
- environment (15.1%)
- vandalism/crime (13.4%)
- taxes (8.0%)
- education/schools (6.1%)
- housing/community planning (5.6%)
- gas shortage/energy (3.7%)
- elderly/senior citizens (3.6%)
- recreation (2.9%)
- racial (2.4%)
- personal finances (2.4%)
- human relations (1.9%)
- children/juvenile delinquency (1.4%)

1/ What do you think are the major problems or issues that face people in your neighborhood right now?

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Interestingly, most of these categories paralleled those included in two close-ended response questions (#3 and #4)[1/] in which respondents' ratings on the importance, to themselves, of problems and issues were obtained. Issues that respondents surfaced in question 2 not included on the pre-selected lists were: business conditions, taxes, and racial issues.[2/] Thus, the range of issues that were explored in more depth with respondents (see questions 3 and 4, Appendix E) corresponded very well with issues that respondents spontaneously surfaced. For this reason, extensive discussion of the public's major problems and concerns will focus on responses to questions 3 and 4.

Exhibit 4.1 illustrates the participants response to question 3; that is, it shows their ratings of the importance of 18 different concerns that were presented to them. The "very important" category has been selected as the best indicator of the level of importance of each item to the respondents. Because of an expected response bias in the positive direction,[3/] it was

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1/ Question 3: I'm going to read you a list of problems that commonly face people, and after I read each one to you, I'd like you to rate how important that problem is to people in your neighborhood.

Question 4: Now, I'm going to read you a list of problems related to personal growth and skills, and I'd like you to rate how important each problem is to people in your neighborhood.

2/ The concerns represented by the former two issues were not included in the preselected lists of questions 3 and 4 because although the problems have a direct impact on peoples' lives, individuals can have little direct impact on the problem except to manage their own lives around it (i.e., manage their own finances more efficiently).

3/ It was felt that the respondents would want to tell the interviewer that any topic was "somewhat important" if s/he possibly could, because, if the interviewer thought it important enough to ask, then the topic takes on a certain importance for respondents.

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EXHIBIT 4.1: PERCENTAGE OF RESPONSES TO EACH CATEGORY UNDER QUESTION 3

I'm going to read you a list of problems that commonly face people, and after I read each one to you, I'd like you to rate how important that problem is to people in your neighborhood.
Tell me whether it's very important, somewhat important, or not important.
REPEAT CATEGORIES AS OFTEN AS NECESSARY.

IF RESPONDENTS REPLY THAT THEY DO NOT KNOW PEOPLE IN THEIR NEIGHBORHOOD OR THEIR PROBLEMS.....ASK THEM TO RATE THE IMPORTANCE OF THESE PROBLEMS TO THEIR FRIENDS OR RELATIVES; IF THEY STATE THAT THEY CAN'T GUESS HOW THEIR FRIENDS OR RELATIVES FEEL ABOUT THESE PROBLEMS, ASK THEM TO RATE HOW IMPORTANT THE PROBLEMS ARE TO THEMSELVES.

	Very Important	Somewhat Important	Not Important	Don't Know
a. How to manage money well	62.0	19.8	14.3	3.9
b. Obtaining information about mental health services	35.5	27.0	29.3	8.2
c. Handling a drug abuse problem	49.9	19.5	24.8	5.7
d. Environmental problems, and what can be done about them	40.7	25.3	25.6	8.3
e. Getting along well with their husband or wife	51.3	19.4	23.2	6.0
f. Getting along well with parents	52.0	20.9	22.8	4.3
g. Getting along well with children	57.2	19.2	21.0	2.6
h. Taking care of their own and their family's health	62.5	16.4	18.9	2.3
i. Handling an alcoholic problem	42.5	20.5	28.6	8.4
j. Good food/nutrition practices	53.7	22.1	21.5	2.7
k. Raising young children	59.6	16.5	20.8	3.2
l. Raising teenage children	60.2	18.5	18.0	3.2
m. Consumer action channels	27.8	27.0	21.7	23.6
n. Problems with divorce	32.1	23.9	33.7	10.4
o. Planning for retirement	53.7	23.6	18.1	4.6
p. Rising crime rates	61.6	19.3	17.1	2.0
q. Obtaining adequate housing	48.7	21.6	25.8	4.0
r. How the education system operates	53.7	20.3	21.1	5.0

felt that the "somewhat important" category could have represented something of only minor importance as compared to the "not important" or the "very important" response categories. Thus, it was decided to select the most conservative indicator available (as opposed to a combination of "very important" with the "somewhat important" categories).

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Based on a ranking of the percentage of people who thought the topics were "very important," health concerns emerged as the most important issue for all respondents, money management was the next most important concern, the rising of crime rates was the third most important, and the three topics related to raising children were ranked fourth, fifth, and sixth in importance. The following list indicates the relative importance of the topics that 50% or more of the respondents thought were very important concerns:

- Taking care of their own and their family's health (62.5%)
- How to manage money well (62.0%)
- Rising crime rates (61.6%)
- Raising teenage children (60.2%)
- Raising young children (59.6%)
- Getting along well with children (57.2%)
- Good food/nutrition practices (53.7%)
- Planning for retirement (53.7%)
- How the education system operates (53.7%)
- Getting along well with parents (52.9%)
- Getting along well with husbands/wives (51.3%)

The criterion of at least 50% of the respondents rating a topic as very important was chosen for selection of those topics receiving further consideration. This conservative criterion was chosen to compensate for the possible social desirability response bias.[1/] Based on a comparison of responses to questions 2 and 3, financial concerns and crime were the most pervasive issues that

1/ The investigators felt that responding with concern to social problems is perceived by most people as a social desirable response. An additional measure taken to counteract potential response bias was the comparison of topics within themselves to determine relative importance.

respondents considered to be important to themselves, with interpersonal and family issues emerging as very important concerns also. However, the rating of the importance of the topics was considered to be a more valid indicator of the relative importance of the concerns to the public since all respondents were presented with a consistent list of topics to respond to and, since the topics that respondents spontaneously surfaced were, for the most part, included in questions 3 and 4. Thus, the following discussion investigates differences in relative importance of concerns delineated in question 3 by demographic categories.

To explore differences in the ratings of an individual concern by various sub-groups in the population, Chi-square tables were computed for the responses to question 3 by a series of demographic variables (age, sex, race, education, income, marital status, and parental status). The only variables that were found to consistently influence ratings of the importance of the topics listed in question 3[1/] are age, income, and education. This section summarizes the difference in importance of several of the question 3 topics by age, education, and income level, respectively.[2/] It is important to note here that, if a demographic variable is not found to have a significant influence on the ratings of importance of a topic, it can be assumed that the different groups within the demographic category rate that topic in the same manner. For example, if the Chi-square for the age by nutrition practices distribution is non-significant ($p>.01$), it can be inferred that the age groups rate nutrition practices in the same way; it does not indicate anything about the relative importance of nutrition practices across all respondents.

1/ Where a significant Chi-square was obtained ($p<.01$).

2/ For each exhibit in this discussion, only the topics that 50 percent or more of the public considered to be very important and that the relevant demographic variable influenced were included. The numbers in each cell represent the percentage of those respondents in that demographic category who thought the topic was very important. For example, the first cell in Exhibit 4.2, which contains the figure 65.1, indicates that of all the 18-24 year old respondents, 65.1 percent of them thought that money management was a very important topic for themselves.

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Exhibit 4.2 presents the percentage of individuals within each age group who rated various topics as very important (only those topics on which age had a significant influence are included in the analysis) ($p<.01$). Some definite age trends are apparent in ratings of these these topics, although, in other cases, only one age group differs from the others. The 35-44 and 55 and over age groups more often differ from the other groups. The 35-44 year olds rate money management as a more important concern than

EXHIBIT 4.2: PERCENTAGE OF RESPONDENTS IN AGE GROUPS WHO RATES QUESTION 3[1]/ TOPICS "VERY IMPORTANT"

Topic and Probability Level \ Age Group	18-24	25-34	35-44	45-54	55 and over
How to manage money well (.0000)	65.1	61.8	67.0	63.5	58.0
Getting along well with their husband or wife (.0000)	57.0	50.7	57.9	49.3	46.3
Getting along well with parents (.0000)	52.9	52.2	58.4	51.7	48.7
Getting along well with children (.0001)	61.6	59.2	62.4	55.0	52.1
Taking care of their own and their family's health (.0003)	71.5	65.8	64.0	57.8	56.3
Raising young children (.0000)	66.3	63.2	66.5	57.8	50.5
Raising tennage children (.0000)	63.4	62.5	70.6	60.2	51.8
Planning for retirement (.0017)	50.6	47.1	53.3	60.2	58.1
How the education system operates (.0000)	58.7	57.7	64.0	51.2	44.0

[1]/ Question 3 asked respondents to rate the importance of a list of problems to people in their neighborhood, using a three-point scale.

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the other groups, followed by the 18-24 year olds. There are three topics that 35-44 year olds rate as more important and the 55 and older group rates as less important than the other groups: getting along with parents, raising teenage children, and understanding how the education system operates (see Exhibit 4.3). Additionally, there are two concerns that the 55 and over age group considers to be less important than the other groups: getting along well with their husband or wife and raising young children. In two instances, the respondents over 45 think that getting along well with children is less important than the younger group does, and the older group considers retirement planning to be a more important concern than does the younger group. In all of these instances, it would appear that people who are more immediately confronted with a problem express more concern over it. For example, those who are closer to retirement age rate retirement planning as more important than do others, and the age group most likely to have teenage children, 35-44 year olds, is more concerned with raising teenage children. Finally, there is a descending linear trend in expressed concern over taking care of their own and their family's health in that the older age groups rate this topic as less important than the younger groups (see Exhibit 4.4).

Exhibit 4.5 presents the percentage of individuals within each education group who rated various topics as very important

EXHIBIT 4.5: PERCENTAGE OF RESPONDENTS IN EDUCATION GROUPS WHO RATED QUESTION 3 TOPICS "VERY IMPORTANT"

Education Group / Topic and Probability Level	Less Than High School	High School Graduate	Some Training Beyond High School, Less Than College Graduate	College Graduate Or More
Getting along well with parents (.0020)	55.9	55.4	51.6	40.9
Planning for retirement (.0004)	60.5	54.7	52.5	45.9
Rising crime rates (0000)	59.8	63.0	64.6	57.8
How the education system operates (.0035)	51.4	55.1	55.1	50.9

EXHIBIT 4.3: AGE DIFFERENCES IN RATINGS OF VERY IMPORTANT TO THE QUESTION 3 TOPICS OF: GETTING ALONG WITH PARENTS, RAISING TEENAGE CHILDREN, AND HOW THE EDUCATION SYSTEM OPERATES

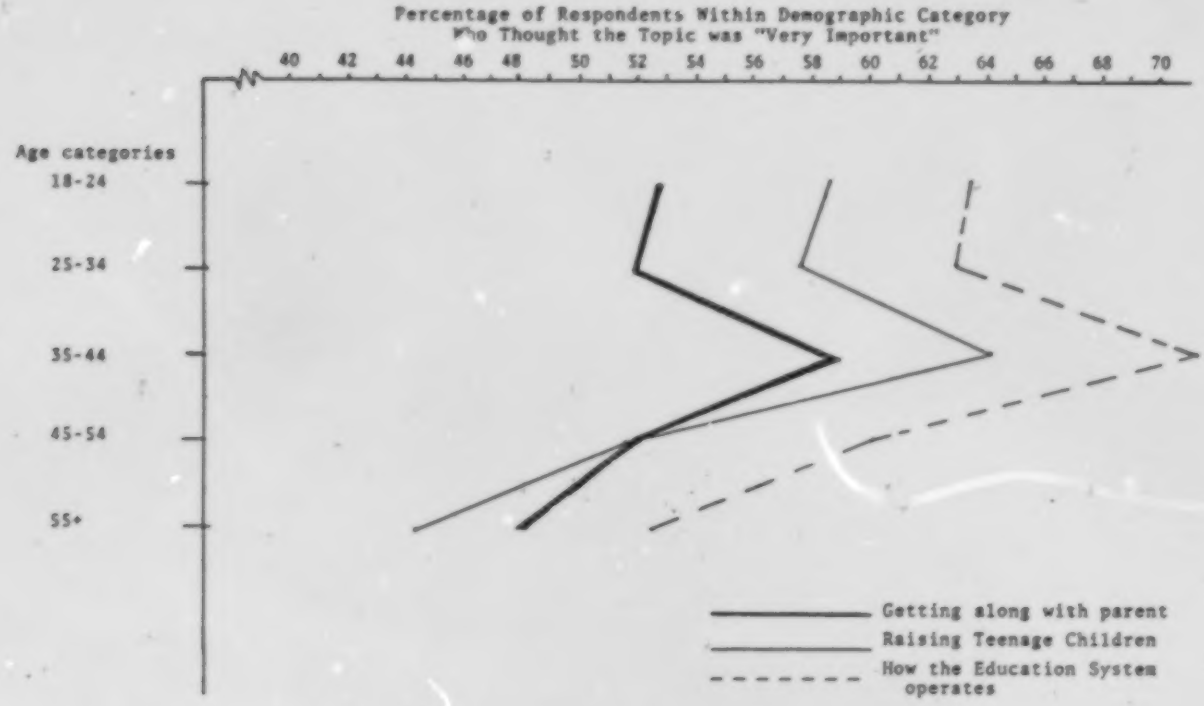
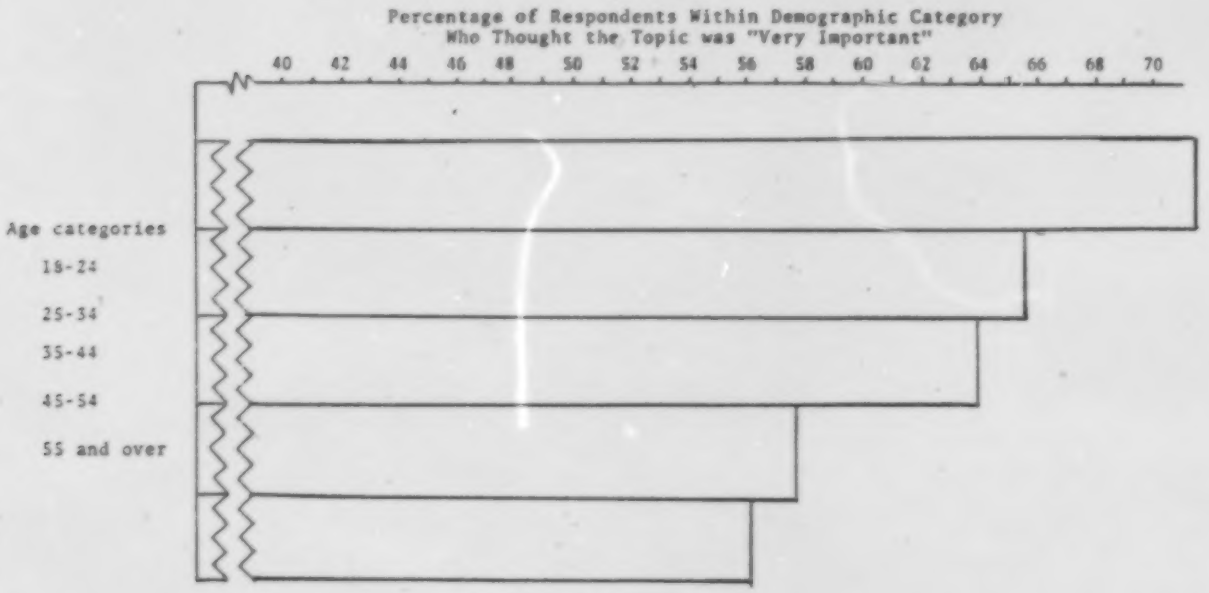

Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Age categories
18-24
25-34
35-44
45-54
55+
Getting along with parent
Raising Teenage Children
How the Education System operates

EXHIBIT 4.4: AGE DIFFERENCES IN RATINGS OF VERY IMPORTANT TO THE QUESTION 3 TOPIC OF TAKING CARE OF THEIR OWN AND THEIR FAMILY'S HEALTH


Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Age categories
18-24
25-34
35-44
45-54
55 and over

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(only those topics on which education had a significant influence (p .01) are included in the analysis). The highly educated group, people with a minimum of a college degree, more often differed from the other groups. People with a college degree or more were less concerned about getting along with parents than the other groups. Concern about rising crime rates increases with education level except for college graduates, who view this topic as less important than do the other groups (see Exhibit 4.6). Individuals with a high school education but less than a college degree rate understanding how the education system operates as a more important concern than do individuals with less than a high school education or college graduates (see Exhibit 4.7). Finally, concern about planning for retirement decreases with increasing education levels (see Exhibit 4.8). Overall, it appears that individuals with more education are less concerned about obtaining information related to the issues that were presented to them, particularly the college graduate group.

Exhibit 4.9 presents the percentage of individuals within

EXHIBIT 4.9: PERCENTAGE OF RESPONDENTS IN INCOME GROUPS WHO RATES QUESTION 3 TOPICS "VERY IMPORTANT"

Income Group / Topic and Probability Level	$0-$4,999	$5,000-$9,999	$10,000-$14,999	$15,000-$24,999	$25,000 and over
How to manage money well (.0007)	66.2	62.0	68.9	59.7	56.7
Getting along well with husband or wife (.0108)	49.9	50.1	52.0	49.1	52.2
Raising young children (.0007)	56.0	59.3	64.0	62.6	60.4
Planning for retirement (.0002)	55.7	52.4	55.6	51.5	52.7
How the Education system operates (.0001)	51.7	52.3	55.2	59.8	49.0

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EXHIBIT 4.6: EDUCATIONAL DIFFERENCES IN RATINGS OF VERY IMPORTANT TO THE QUESTION 3 TOPIC OF RISING CRIME RATES

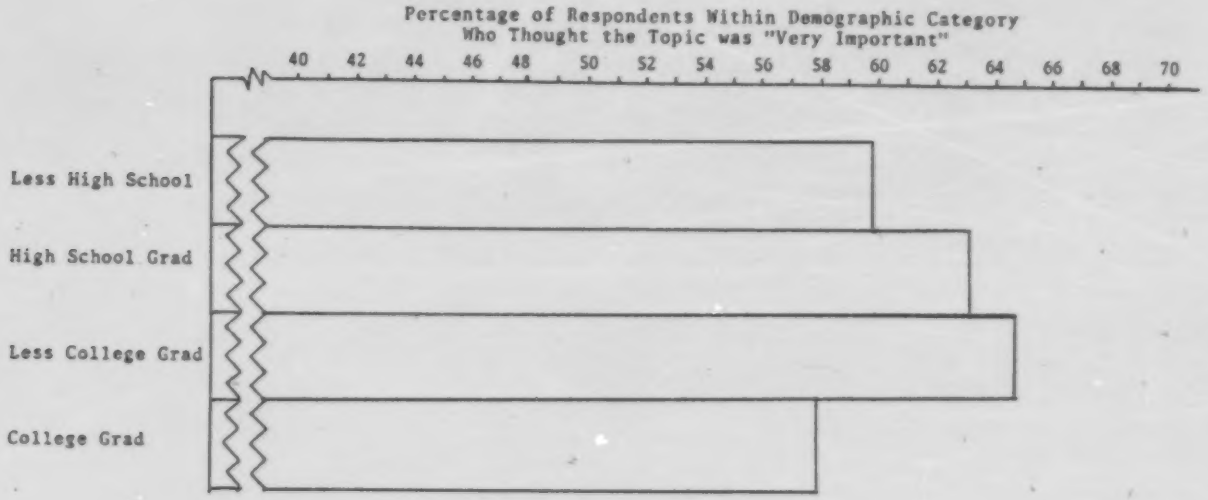
Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Less High School
High School Grad
Less College Grad
College Grad

EXHIBIT 4.7: EDUCATIONAL DIFFERENCES IN RATINGS OF VERY IMPORTANT TO THE QUESTION 3 TOPIC OF HOW THE EDUCATION SYSTEM OPERATES

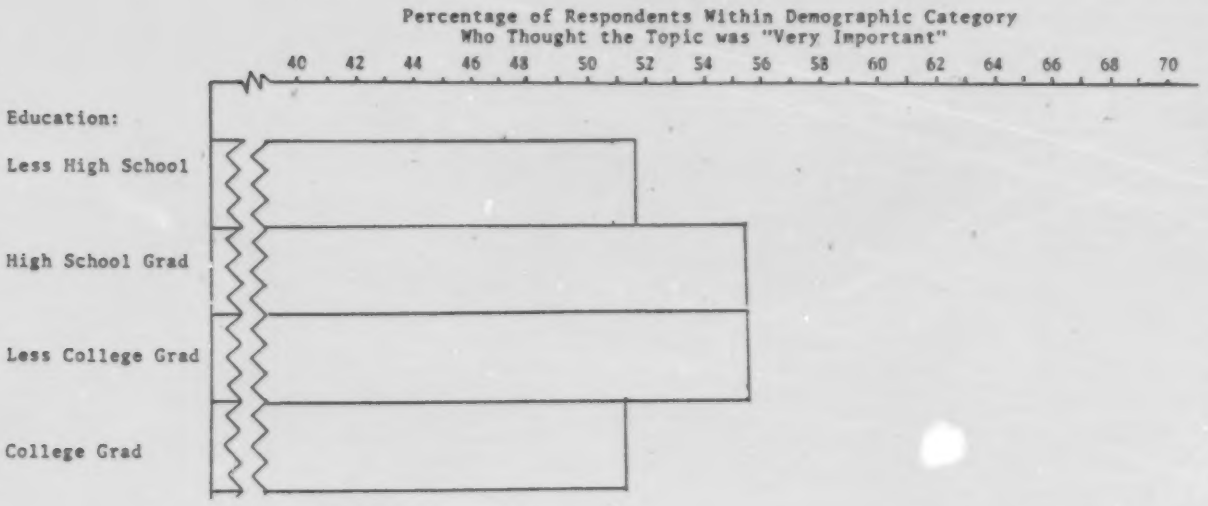
Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Education:
Less High School
High School Grad
Less College Grad
College Grad

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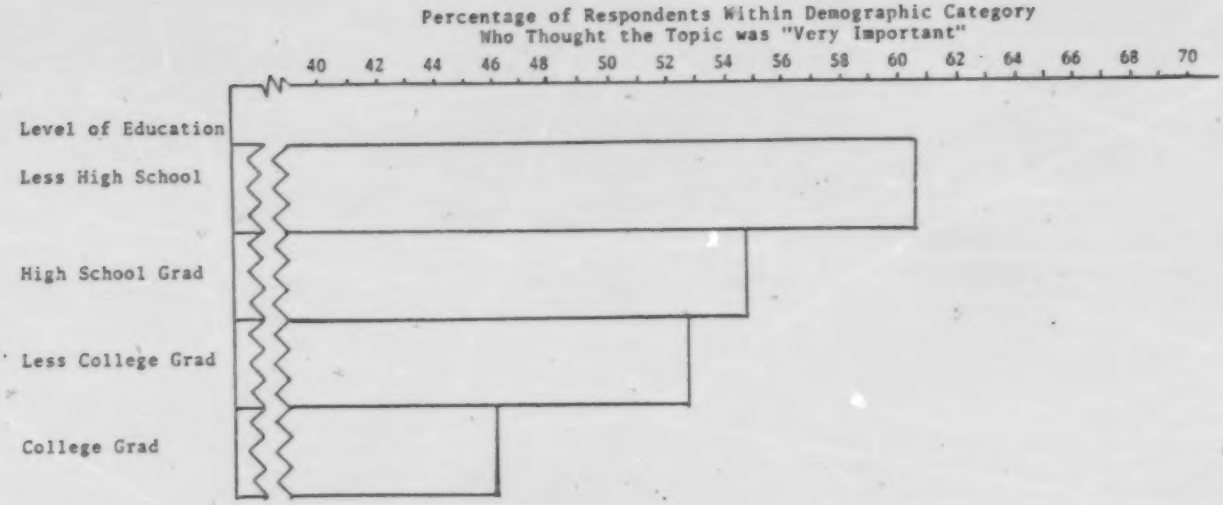
EXHIBIT 4.8: EDUCATIONAL DIFFERENCES IN RATINGS OF VERY IMPORTANT TO THE QUESTION 3 TOPIC OF PLANNING FOR RETIREMENT



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each income group who rated various topics as very important (only those topics on which income had a significant influence ($p<.01$) are included in the analysis). The people in the middle income ranges, particularly the $10,000 -14,999 range, seemed to express more concern with the issues presented to them than the other groups. Individuals with family incomes of $15,000 or more were less concerned with money management, and people in the $10,000- 14,999 income category rated money management as more important than any other group. The income trends in importance of getting along with one's husband or wife, although statistically significant do not appear to be practically significant, as no clear trend is evident. There is a curvilinear trend in respondents' ratings of the importance of raising young children; concern increases with income level up to the $10,000-14,999 group, then decreases (see Exhibit 4.10). The income trend in ratings of importance of retirement planning is somewhat confusing; individuals in the $0-4,999 and $10,000-14,999 income groups are more concerned about this topic than the other groups, but the differences are not very large. Finally, there is another curvilinear trend in concern over understanding how the education system operates in that ratings of importance of this issue increase with income up to the $15,000-24,999 group, but the $25,000 and over group considers this issue to be less important than the other groups (see Exhibit 4.11).

The only topic included under question 4 that 50% or more of the respondents rated as very important was keeping up with current affairs (see Exhibit 4.12). With the exception of the 25-34 year olds, as age increased, concern with keeping up with current affairs increased also (see Exhibit 4.13). Black respondents rated keeping up with current affairs as a more important issue than did whites or other racial groups. Additionally, as education level increased, the relative importance of the topic decreased (see Exhibit 4.14). Finally, women considered keeping up with current affairs to be a more important issue than men, as indicated by a 54.8% and 45.8% rating of very important, respectively.

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EXHIBIT 4.10: INCOME DIFFERENCES IN RATINGS OF VERY IMPORTANT TO QUESTION 3 TOPIC OF RAISING YOUNG CHILDREN

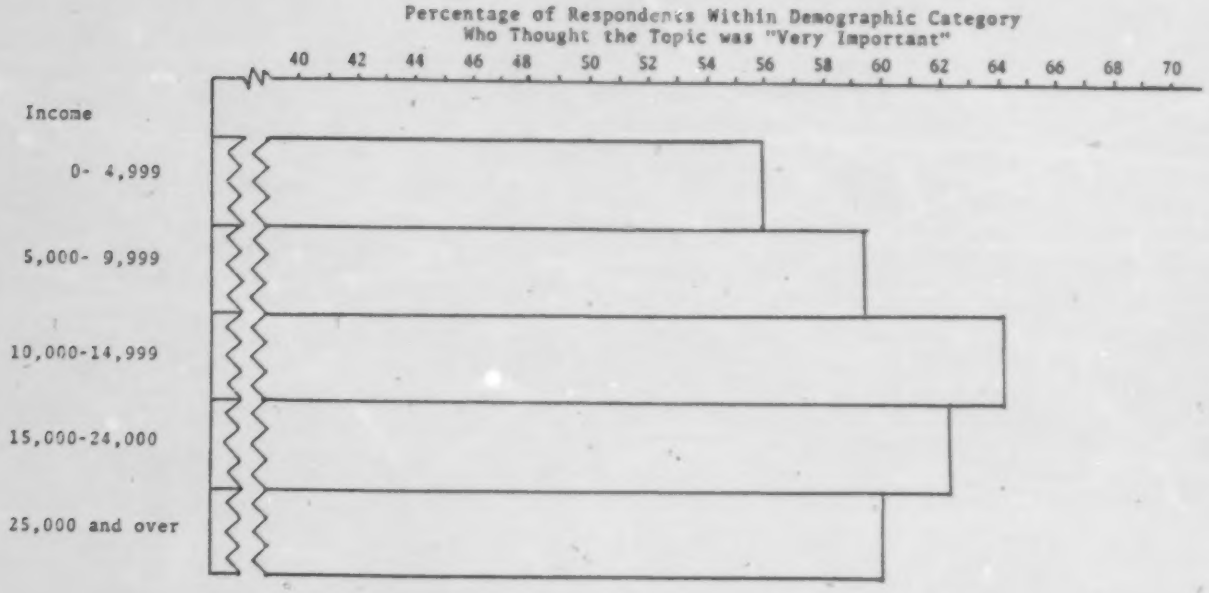
Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Income
0- 4,999
5,000- 9,999
10,000-14,999
15,000-24,000
25,000 and over

EXHIBIT 4.11: INCOME DIFFERENCES IN RATINGS OF VERY IMPORTANT TO QUESTION 3 TOPIC OF HOW THE EDUCATION SYSTEM OPERATES

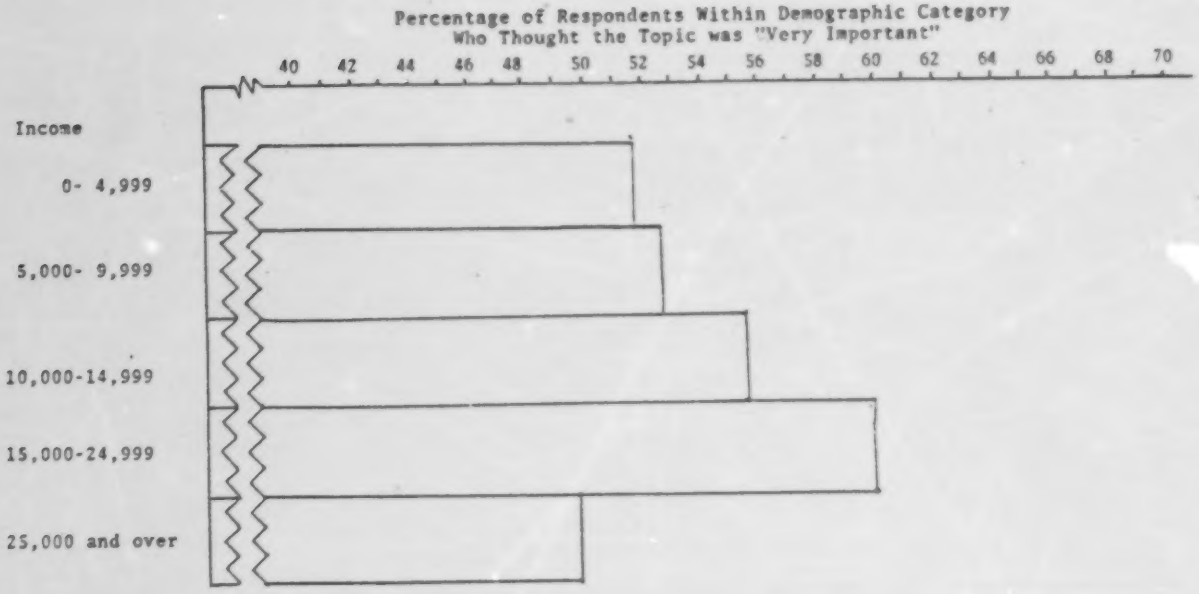
Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Income
0- 4,999
5,000- 9,999
10,000-14,999
15,000-24,999
25,000 and over

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EXHIBIT 4.12: PERCENTAGE OF RESPONSES TO EACH CATEGORY UNDER QUESTION 4

EXHIBIT : PERCENTAGE OF RESPONSES TO EACH CATEGORY UNDER QUESTION 4

Now, I'm going to read you a list of problems related to personal growth and skills, and I'd like you to rate how important each problem is to people in your neighborhood. Tell me whether it's very important, somewhat important, or not important.
REPEAT CATEGORIES AS OFTEN AS NECESSARY.

AGAIN, IF RESPONDENTS CAN'T ANSWER FOR PEOPLE IN THEIR NEIGHBORHOOD, ASK THEM TO RATE THE IMPORTANCE OF THESE PROBLEMS TO THEIR FRIENDS OR RELATIVES; IF THEY CAN'T ANSWER FOR FRIENDS OR RELATIVES, ASK THEM TO RATE HOW IMPORTANT THE PROBLEMS ARE TO THEMSELVES.

	Very Important	Somewhat Important	Not Important	Don't Know
a. Keeping up with current affairs	50.2	30.7	16.6	2.5
b. Understanding changing roles and responsibilities for men and women	40.7	34.3	18.4	6.6
c. The changeover to the metric system	28.8	24.4	36.5	11.1
d. How to do home repairs	42.1	33.3	22.2	2.4
e. Learning more about types of hobbies/crafts	28.3	35.5	33.4	2.8
f. How to find opportunities for community involvement	33.7	35.0	25.3	6.0
g. Use of leisure time	40.4	28.7	27.7	3.2
h. Preparing income tax returns	43.2	24.8	27.2	4.8
i. How to play various sports	24.1	30.5	41.3	4.1

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EXHIBIT 4.13: AGE DIFFERENCES IN RATING VERY IMPORTANT TO QUESTION 4 TOPIC OF KEEPING UP WITH CURRENT AFFAIRS

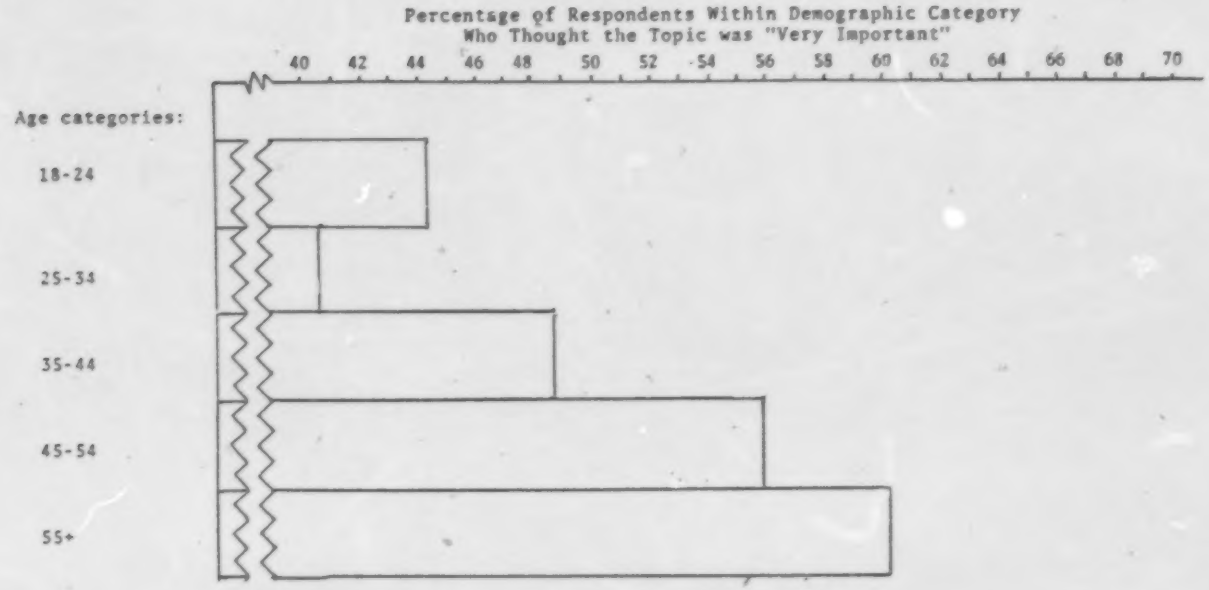
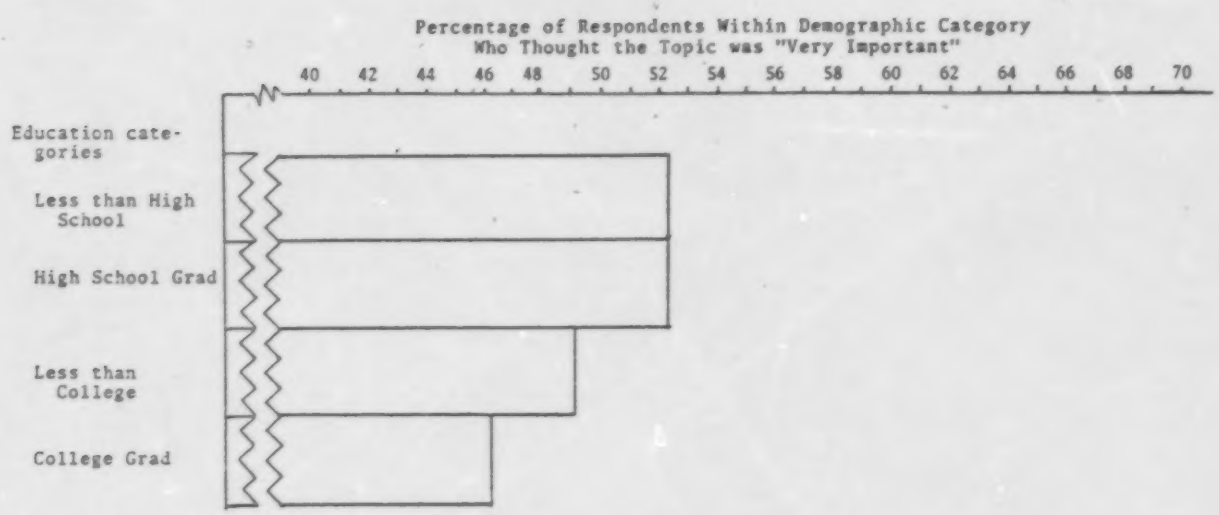

Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Age categories:
18-24
25-34
35-44
45-54
55+

EXHIBIT 4.14: EDUCATIONAL DIFFERENCES IN RATINGS OF VERY IMPORTANT TO THE QUESTION 4 TOPIC OF KEEPING UP WITH CURRENT EDUCATION CATEGORIES


Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
Education categories
Less than High School
High School Grad
Less than College
College Grad

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To summarize the questioning about general concerns, respondents were asked if there were any issues that weren't previously covered. Seventy-nine percent of the respondents answer no; of those 21% who said yes, only 21.3% mentioned additional topics. Thus, only about 4% of the respondents named specific additional topics about which they would like more information. Most of the newly mentioned topics were further refinements of the more general categories used for questions 3 and 4. It can therefore be inferred that the topics explored in depth through questions 3 and 4 represented most of the important concerns that respondents had.

4.3.2: Attitudes Toward Televison

When respondents were asked whether they thought television series or specials give people information that help them to cope with their problems (question 6), 47.4% said yes, 23.8% said no, 22.4% said maybe, and 6.4% did not respond. Thus, most respondents expressed positive feelings toward the capability of current television programming to provide information for problem-solving. However, there are some interesting demographic differences in respondents' attitudes toward television as an information delivery system (see Exhibit 4.15). Differences in the percentages of people within each demographic group who responded "yes" to question 6 will be explored; "yes" (as opposed to "maybe") was chosen as a conservative indicator of positive attitude.

Age was a significant factor in response to question 6 ($p=.0001$). Younger people (18-34 years olds) had a more positive attitude towards television than the older groups and 45-54 year olds had the least positive attitude of all. Education was a significant factor ($p=.0099$) in that respondents with less than a high school education had a less favorable attitude towards television than the more well-educated groups. Responses also varied significantly by income ($p=.0166$); respondents with an annual family income of $25,000 or more had a markedly less favorable attitude towards television than the other groups.

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EXHIBIT 4.15

PERCENTAGE OF RESPONDENTS WITHIN DEMOGRAPHIC GROUPS WHO RESPONDED "YES" TO QUESTION 6, "DO YOU THINK THAT TELEVISION SERIES OR SPECIALS GIVE PEOPLE INFORMATION THAT HELPS THEM TO COPE WITH THEIR PROBLEMS?"

AGE

	no response	18-24	25-34	35-44	45-54	55 and over
PERCENT	50.0	55.8	55.1	44.2	37.9	42.9

EDUCATION

	no response	less than high school	high school graduate	training beyond high school but less than a college graduate	college graduate or more
PERCENT	40.2	44.1	48.3	47.7	49.2

INCOME

	no response	$0-$4,999	$5,000-$9,999	$10,000-$14,999	$15,000-$24,999	$25,000 and over
PERCENT	42.4	49.6	47.2	48.2	51.4	40.6

MARITAL STATUS

	Married	Single	Widowed	Divorced/ Separated	Other
PERCENT	45.3	56.1	46.4	45.6	57.1

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Finally, in terms of marital status, single people had a more favorable attitude towards television than the other groups (p= .002).

Respondents were then asked whether they thought there were any problems or issues that face them that television programming might be able to address (question 7). One-third of the respondents said yes and two-thirds said no. These respondents who replied yes were asked in an open-ended question which topics they thought televison could address. The responses are listed below in order of the frequency of response:

- Other (16.9%)
  - .. Crime/police system (2.3%)
  - .. Television programming (2.2%)
  - .. Education (1.6%)
  - .. Environment (1.3%)
- Drug/alcohol abuse (8.5%)
- Interrelationships (with family, friends, etc.) (5.2%)
- Raising children/parenting (4.6%)
- Consumerism/money management/financial planning (4.2%)
- Community help/involvement (3.7%)
- Health/nutrition (3.5%)
- Mental health (3.0%)
- Current affairs (2.6%)
- Leisure time use (2.5%)
- How to build/repair things (1.5%)
- Historical events (1.4%)

Given the small percentage of respondents who mentioned only one topic, demographic differences were not explored.[1/]

[1/] This may be explained by this example: a difference between groups of 10% in nomination of a topic, which would be a large difference in terms of the total group of respondents, is actually only 10% of those who mentioned the topic and is thus a very small (less than .5% in all cases) difference in terms of total group differences.

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In conjunction with attitudes toward television, respondents' television viewing habits were explored (question 11). Almost all of the respondents (98.4%) reported that they own a television set, and, of the television owners, 75.9% reported that they can receive a public television station on the television set in their home. An additional 2.6% can receive a public television station with poor reception. Respondents who can receive a public television station were asked about their frequency of viewing public television frequency, as illustrated in Exhibit 4.16.

EXHIBIT 4.16

REPORTED FREQUENCY OF WATCHING PROGRAMS ON A PUBLIC TV STATION

Frequency	Percentage
Several times a week	31.0
Couple times a week	17.4
Couple times per month	11.9
Once every few months	10.0
Never	8.2

Finally, respondents who can receive a public television station were asked to name the last program they watched on public television; 58.1% responded that they didn't know or couldn't remember. The numerous programs that were cited covered a broad range of program types, from children's programs to drama to the arts.

4.3.3: Attitudes Toward a Parent Education Television Series

To obtain the public's feelings about the planned parent education television series, respondents were asked to rate the importance of obtaining information about raising children

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(question 8) and, subsequently, to rate their interest in watching such a series (question 10). More people thought the information was important to obtain than expressed interest in watching the television series, which Exhibit 4.17 illustrates. However, the overall level of interest in both areas was very high. Combining the first two importance/interest categories as a general description of high interest indicates that 70.9% of respondents said that the subject matter was very important and 51.7% said that they'd be interested in learning about it in a television format (i.e., they would watch the series).

EXHIBIT 4.17

RATINGS OF IMPORTANCE OF OBTAINING PARENTING INFORMATION AND INTEREST IN WATCHING PARENT EDUCATION TELEVISION SERIES

ALL RESPONDENTS

Question / Response	Importance of Obtaining Parenting Information	Interest in Watching Parent Education Television Series
Very	58.1%	38.6%
Fairly	12.8%	13.1%
Moderately	8.4%	8.9%
Slightly	4.3%	5.6%
Not all	12.2%	30.3%
Don't know	4.1%	3.5%

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There were some demographic differences in respondents' ratings of the importance of parent education[1/] and interest in the television series.[2/] Age, race, and education significantly influenced ratings of "very important" or "very interested" to questions 8 and 10 respectively, as can be seen by the differences illustrated in Exhibits 4.18, 4.19, and 4.20. Although the absolute levels of ratings of "very important"/"interested" varied, the age, race and education of differences are in the same direction for both questions. For both questions the percentage of respondents under 45 years old who indicated "very important"/"interested" was higher than the older groups (p=.0000 in both cases). In terms of race differences, the percentage of white respondents who indicated "very important"/"interested" was much lower than the percentage of blacks or other minority group members (p=.0109 for question 8; p=.0000 for question 10). The percentage of respondents in groups with a middle-range of education (at least a high school degree but less than a college degree) who indicated "very important"/ "interested" was higher than for either the groups with less than a high school education or those with a college degree or more (p= .0126 for question 8 and p=.0000 for question 10).

There are other demographic differences in ratings of interest in watching the parent education television series, as shown in Exhibit 4.21. The percentage of married and divorced/separated respondents who indicated "very interested" was higher than the percentage for single or widowed respondents (p=.0000). More women said they were very interested in watching the series than men (p=.0002). Respondents who are parents themselves also said they were very interested proportionately more often than non-parents (p=.0000). However, the differences due to annual income,

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1/ Question 8: How important do you think it is to people in your neighborhood to get more information about raising young children?

2/ Question 10: How interested would you be in watching a television series on parenting?

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EXHIBIT 4.18: AGE DIFFERENCES IN RATINGS OF VERY IMPORTANT TO GETTING MORE INFORMATION ABOUT RAISING YOUNG CHILDREN AND RATINGS OF VERY INTERESTED IN WATCHING A PARENT EDUCATION TELEVISION SERIES

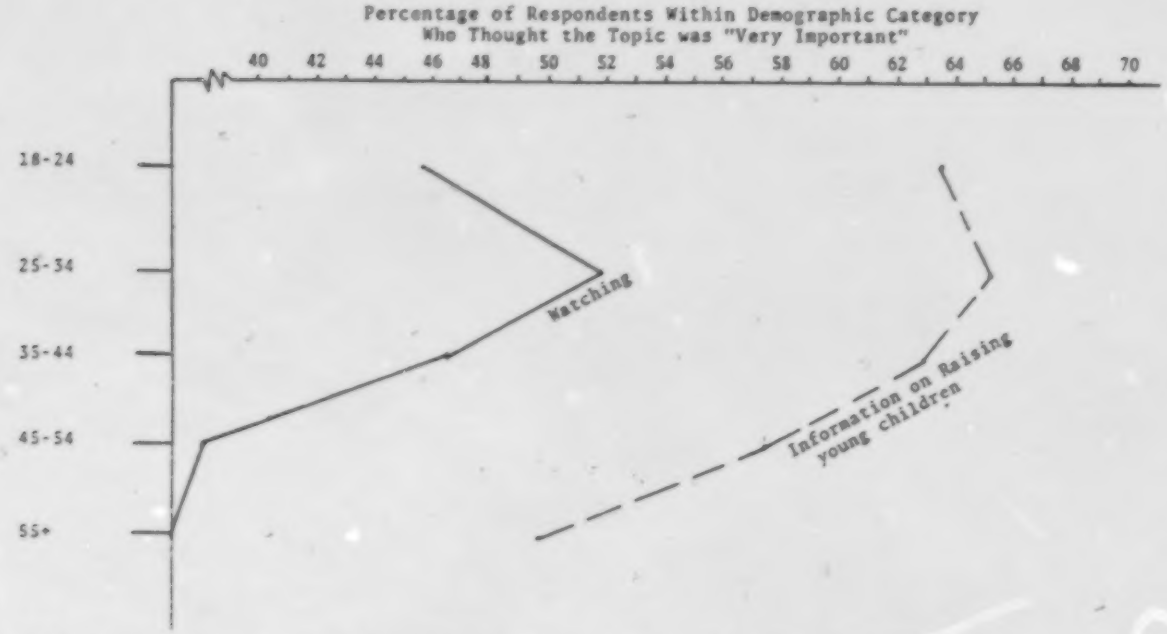
Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
18-24
25-34
35-44
45-54
55+
Watching
Information on Raising young children

EXHIBIT 4.19: RACE DIFFERENCES IN RATINGS OF VERY IMPORTANT TO GETTING MORE INFORMATION ABOUT RAISING YOUNG CHILDREN AND RATINGS OF VERY INTERESTED IN WATCHING A PARENT EDUCATION TELEVISION SERIES

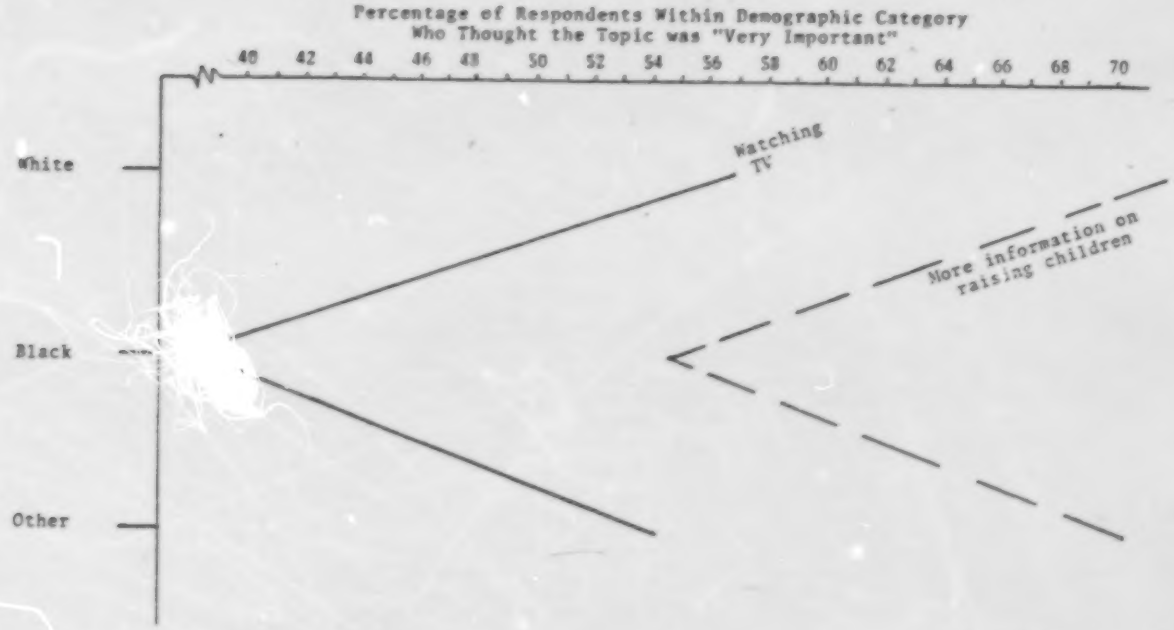
Percentage of Respondents Within Demographic Category
Who Thought the Topic was "Very Important"
40 42 44 46 48 50 52 54 56 58 60 62 64 66 68 70
White
Black
Other
Watching TV
More information on raising children

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EXHIBIT 4.20: EDUCATION DIFFERENCES IN RATINGS OF VERY IMPORTANT TO GETTING MORE INFORMATION ABOUT RAISING YOUNG CHILDREN AND RATINGS OF VERY INTERESTED IN WATCHING A PARENT EDUCATION TELEVISION SERIES

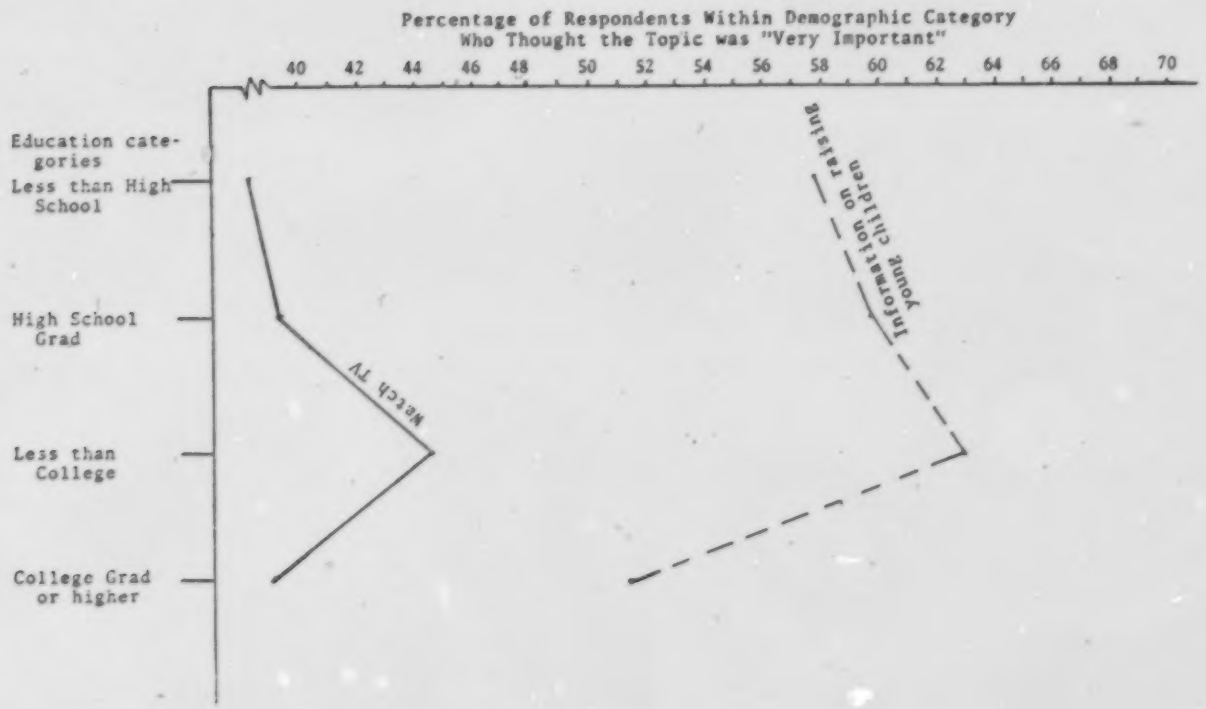

EXHIBIT 4.21

PERCENTAGE OF DEMOGRAPHIC GROUPS WHO INDICATED THEY WERE "VERY INTERESTED" IN WATCHING A PARENT EDUCATION TELEVISION SERIES

MARITAL STATUS (p=.0000)

Married	Single	Widowed	Divorced/ Separated
41.3%	32.1%	25.8%	47.4%

SEX (p=.0002)

Male	Female
33.7%	43.7%

PARENTAL STATUS (p=.0000)

Have Children	Do Not Have Children
43.4%	28.5%

ANNUAL FAMILY INCOME (p=.0000)

$0- $4,999	$5,000- $9,999	$10,000- $14,999	$15,000 $24,999	$25,000 and over
32.6	45.0	40.9	39.2	42.8

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although significant (p=.0000) are difficult to summarize in terms of a trend. The percentage of individuals with an annual income of less than $5,000 who indicated "very interested" was lower than the other groups, and the percentage of individuals in the $5,000-$9,999 category who indicated "very interested" was higher than any other group, while the ratings varied little for respondents in the three highest income groups.

Those respondents who expressed any level of interest in watching a parent education television show or series (68% of the respondents) were read a list of potential topics for the program and asked to rate each in terms of its importance to themselves. Exhibit 4.21 summarizes the ratings respondents who were interested in the program gave to each topic. Using the "very important" category as the indicator of perceived importance, it was found that respondents rated topics in the following order of importance, including topics that at least 50% of the respondents' thought were very important:

- cognitive development (58.7%)
- learning values and morality (57.8%)
- dealing with failure (56.7%)
- discipline (55.2%)
- mother/father relationships (54.8%)
- self-image development (54.4%)
- emotional expression (52.6%)

Demographic differences in respondents' ratings of the importance of the parenting topics were, again, consistently found for age, education, and income, and, additionally, for parental status. Percentages of respondents in different age, education, income, and parental status groups who rated the topics included in the previous list "very important" are delineated in Exhibit 4.22 (that is, including those topics that at least 50% of the respondents thought were very important).

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EXHIBIT 4.22: PERCENTAGE OF RESPONSES TO EACH CATEGORY UNDER QUESTION 10, INCLUDING ONLY RESPONDENT INTERESTED IN THE PARENT EDUCATION TELEVISION SERIES

Since you've indicated that you have some interest in learning about raising young children, I'd like to ask you about some of the ideas that we've had about topics to cover in the series. After I mention a topic to you, please rate how important that topic would be to you. Tell me whether it's very important, somewhat important, or not important.

	Very Important	Somewhat Important	Not Important	Don't Know
a. How a child grows and develops physically	46.1	15.9	4.1	33.9
b. How a child learns and how his mind develops	58.7	6.3	0.9	34.1
c. Problems of discipline	55.2	9.4	1.2	34.2
d. The relationships between a mother and father	54.8	8.8	2.3	34.2
e. How to handle fighting among children	43.0	18.1	4.6	34.4
f. Taking care of yourself during pregnancy	47.4	8.8	7.9	35.8
g. Problems of being a single parent	46.8	10.7	6.3	36.3
h. How a child expresses emotion	52.6	11.0	1.4	35.0
i. How a child develops a self-image	54.5	9.4	0.9	35.2
j. How a child learns values and morals	57.8	6.6	1.0	34.6
k. How a child can learn to deal with failure	56.7	7.8	.6	34.9
l. Problems of working parents and child care	48.8	12.9	3.4	34.9
m. Other_____ (SPECIFY)	6.3	.6	.1	93.0

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SUMMARY AND RECOMMENDATIONS

The main objective of the needs assessment survey was to identify issues, concerns, or problems that would be appropriate for educational television programming. Recommendations concerning appropriate topics must consider the relative importance of the topics to the public, its need for information about each, the influence of attitudes toward television as a delivery system, and how the use of television impacts on the presentation of the selected material.

Finding #1: Important Topics

First, a few topics emerged as important from all three different groups of respondents, although the perspectives on the topics differed somewhat among the respondent groups. The most pervasive issue that emerged from the personal interview, focus group interview, and telephone survey respondents alike was concern about parent education, child development, and family life. Conclusions about public attitudes toward this issue must be inferred from the focus group participants, since the telephone survey participants were not given an opportunity to explore the topic in depth. It appears, from the public and from the experts, that people do not need elaborate theories related to parenting but rather need support in coping with both day to day problems and personal development concerns. One consistent message was that parents require support in affective areas (emotional growth, family relationships, child's

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learning, etc.)--support from experts, the community, and public institutions. Specific topics of importance were discussed in depth in Chapter 4.

The second major concern that was raised by all three groups of respondents related to economics and employment issues. Focus group participants were concerned with employment, both in terms of earning a living and finding meaningful work, as well as the cost of living. The personal interview respondents commented most extensively on the employment issue, stating that the public needs training in basic skills, needs information on jobs and the labor market, and needs to realize that second career planning is essential, both in terms of earning a living and self-development. The telephone survey respondents voiced a very high level of concern over the economic related issues of money management and retirement planning, and spontaneously mentioned business conditions as a problem more often than any other.

A third major concern that was raised by the public and experts alike related to health and nutrition needs. The telephone interviewer respondents rated gaining more information about taking care of their own and their family's health more important than any other topic. Several of the personal interview respondents indicated that the public needs improved health services and knowledge about accessing available services, and needs to know more about changing eating habits for improved nutrition.

Another issue that was voiced across all groups was a need to deal with interpersonal relationships and personal development. Focus group respondents were concerned about such things as sex-role issues and the contributions they could make to society, while personal interview respondents spoke about the importance of good interpersonal relationships within one's family. The telephone survey respondents rated getting along with children, parents, and husbands or wives as important problems.

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Finally, a concern with values and morality was expressed by focus group and personal interview respondents[1/] Both groups were concerned with the value of marriage and the family unit, and such other areas as permissiveness, a respect for work, materialism, etc.

The public and the commentators, then, seem to have a consensus on several issues that are important for the public to know more about, including: parenting and family life, economic and vocational skills and attitudes, health and nutrition, interpersonal relationships, and values and morality. The vantage points from which these topics were approached differed somewhat for the public and the experts, with the public generally taking a more pragmatic, immediate view of the issues and the experts taking a more general, abstract, almost philosphical approach. Some of this could be attributed to the lack of opportunity for the telephone survey respondents to comment on any of the topics in depth. These different approaches are fully explored in Chapter 4.

RECOMMENDATION #1

Applied Management Sciences recommends, based on these results, that the following five topics be considered priority areas for planning for educational programming:

- *Parenting and family life*
- *Economic/vocational skills and attitudes*
- *Health and nutrition*
- *Interpersonal relationships*
- *Values and morality*

Finding #2: Programming Considerations

A second consideration in the planning of educational television programming is the manner of presentation of important

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[1/] This concern was not included in the telephone survey, so these respondents did not have an opportunity to rate this concern.

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informational topics to the public. The respondents in general expressed some reservations about the ability of current television programming to handle such topics, and identified several problems that would need to be overcome to successfully use television as a delivery system for information. They nevertheless expressed a favorable attitude towards the potential of television to address serious social concerns. The public and experts alike were concerned about the feeling of lack of participation that television encourages, and had questions about the commercial networks' ability or willingness to handle controversial subjects. Most respondents associated good programming with public broadcasting.

The experts were given an opportunity to explore television as an informational medium much more thoroughly than the other groups, and several insights they expressed should be summarized here. First of all, respondents with experience in television emphasized strongly that good programming must include a massive promotional campaign to be successful in terms of reaching the audience--a quality program that few people watch has little impact. This implies, for example, that when the federal government is setting aside funds for educational programming development, equal consideration should be given to funding for promotion. Secondly, a quality television program should stimulate action by viewers by providing or promoting the use of accompanying avenues for involvement or further information, possibly on a local level. Perhaps most importantly, a good program should include positive images of different kinds of people in different kinds of situations, instead of making the portrayal of a specific sub-group the focus of a program or series. The constant representation of reality by inclusion and accurate portrayal of a diversity of people was seen as critical, no matter what the content of the program is to be.

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RECOMMENDATION #2

Applied Management Sciences recommends, based on these results, that planning for educational television programming, regardless of topic, should incorporate these considerations:

- *A massive promotional campaign is required.*
- *Additional avenues for involvement or further information, possibly on a local level, through schools, libraries, community organizations, individual materials, etc., should be provided.*
- *Diverse types of people should be portrayed in normal, realistic situations.*

Finding #3: Target Audience Identification

A final consideration in the planning of television programming involves the identification of target audiences. A look at the differences in ratings of importance of topics by various demographic groups yields some information concerning groups that consistently expressed a high need for more information across topical areas. Consistently, older groups, particularly those over 55 years of age, highly-educated people with a college degree or more, and high income groups with a family income of $25,000 or more rated topics as being less important in terms of the need to gain more information for themselves than did other groups. These low ratings may reflect a low esteem of the problem's importance or may be an indicator that these groups feel they already have the information or have easy access to the information. In either case, this result would suggest that the groups that consistently rated problems as relatively important--people in the middle-education range (high school graduates but less than college graduates), people with an annual income of less than $25,000 dollars, and people of 18-45 years of age--should be considered the primary target of an informational campaign. It is also important to note that sex and ethnicity were seldom found to influence the public's ratings of the issues presented to them.

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The personal interview respondents identified target audiences for specific concerns, but there were no apparent trends in terms of any one group that needed more information than others, with the exception of parents.

The people who might be recommended as the target audience for general informational campaigns on the basis of expressed need for more information on a variety of topics are not necessarily the ones who primarily watch educational television currently. For example, public broadcasting networks have found that their audiences include disproportionate numbers of older, highly educated, high income individuals. The implication that can be drawn from this discrepancy is that massive promotions are needed to attract a target audience that would not typically view educational television programs in large numbers.

RECOMMENDATION # 3

Based on these results, Applied Management Sciences recommends that decisions regarding traget audiences for educational television programming consider the following:

- *Primary consideration for target audiences should be given to a younger (less than 45 years old), middle income group in the middle-educated range.*
- *A massive promotional campaign is needed to attract this audience to educational programming.*

RECOMMENDATION # 4

Finally, on the basis of what we have learned about the changing nature of public priorities through the needs assessment process, Applied Management Sciences recommends that this type of survey be conducted annually to ensure that television programming is responsive to public informational needs.

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APPENDIX A

FOCUS GROUP DISCUSSION AGENDA

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I. Introduction (5 minutes)

1. Purpose of session -- to develop ideas for a national, quantitative survey. See what people think before designing a structured questionnaire.

2. Subject will become clear as we go along. Basically, we're here to talk about concerns and problems you have in everyday life.

3. Ground rules -- free-wheeling discussion, everyone should participate. Use of topic guide, tape recorder.

4. Observation room in use, if it is.

5. Any questions now?

II. Problems in everyday life (30 minutes)

1. Let's talk about the things that really count in your life. What are the things that matter most to you personally? Who are the people you are most concerned about and what concerns you most in your relations with them?

2. We all have things we wish we could do better, or wish we knew more about which affect us as we lead our lives. What are some of the things you wish you knew more about or could do better?

   PROBE IF NECESSARY: how to get the most for your money, health care information, information on mental health, alcoholism. Information on relationships with others -- e.g., how to be a husband, wife or parent.

3. How do you cope with these problems? Who or where do you go for information on them? What other sources can you think of to get information on these problems.

III. Role of television (10 minutes)

1. How about television as a source of information on problems such as those we have been discussing? Do you think television plays a role in our lives as a "teacher" or information source? Do you think television should play this kind of role? Why or why not? Can you see this happening? Why or why not? Can you believe what you see on television?

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2. Can you think of any examples of problems which we've been discussing on which TV has helped you out? (REMIND GROUP OF SOME OF THE PROBLEMS). Any other areas which we have not discussed where television has provided you with useful information? Doesn't necessarily have to be from an "information" type program (e.g., Maude on alcoholism; Archie Bunker on how not to get along with people).

IV. Attitudes toward television (15 minutes)

1. People have lots of reasons for watching TV -- basically, why do you watch TV? (PROBE IF NECESSARY: enjoyment, background noise, for education, avoid doing other things, etc.)

2. What kinds of programs do you like best?

3. Summarize types preferred (comedy, variety, action, music, drama, sports). What is it about these kinds of programs that you like the best? (e.g., characters, action, format, etc.)

   Do you like programs you can really get involved in, or do you prefer the kind you can sit back and be entertained by?

4. Which type do you like least? Why?

5. Can you think of any TV programs that particularly appealed to you or meant a lot to you? Why did it appeal to you so much?

6. Like "specials" or prefer to watch programs that are on regularly?

V. New program possibilities (50 minutes)

1. Show TV Listings

   Let's look at some examples of program choices you might have. Which of these would you probably watch, given this choice? Let's take Monday first. (GO THROUGH EACH DAY'S CHOICES) PROBE FOR REASONS CHOICES ARE SELECTED.

2. Given the choice of just the informational programs, which ones would you choose? Why?

3. FOCUS ON "PARENTING" PROGRAMS.

   This is an idea for a new program. It will be a half-hour program on concerns of parents. What are some problems or good things you would like to see a program like this cover? (Future parents too). As parents, or future parents, what would you like to know that would help you in this job?

   (PROBE IF NECESSARY:
   discipline
   intellectual stimulation
   family conflicts (including husband/wife conflicts)
   physical development
   sex role development

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4. TV programs come in different "formats" -- e.g., drama, comedy, discussion programs, variety shows, etc. What kind of format do you think would be best for a show like this? EXPLORE COMBINED FORMAT IDEA (E.G., DRAMA AND DISCUSSION).

5. EXPLAIN "HOST/ESS" IDEA. Who do you think might be a good host/ess for a show like this? AFTER GROUPS' SUGGESTIONS, MENTION: Bill Bixby, noted authority on child development, Mary Tyler Moore, Robert Redford, Freddie Prinze, Meredith Baxter and David Birney.

   Summarize type of person who seems most appropriate and why.

VI. Public vs. commercial TV (10 minutes)

1. Let's finish up by talking about public and commercial TV for a while. What's your view of public TV vs. commercial TV? What are the strengths of each? What are the weaknesses of each? Now about the new program idea we have been talking about -- where would it best fit in?

WRAP UP: Any other comments on anything we've been talking about? Any questions? HAND OUT QUESTIONNAIRES, INCENTIVES.

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APPENDIX B

RESPONDENTS LIST

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Respondents List

Agronsky, Martin: Social and News Commentator, Producer and Monitor of popular public television program, "Agronsky and Company."

Angott, Madeline: Producer "Not for Women Only," Programmer for several da time television shows, Teacher at NYU, Author "Teen Age Gangs."

Baltzell, E. Digby: Chairman, Department of Sociology, University of Pennsylvania, author of "The Protestant Establishment," "The Philadelphia Gentleman."

Bell, Terrel: Former U.S. Commissioner of Education, currently State Commissioner of Higher Education and Chief Executive Officer of the Board of Regents for the State of Utah.

Beusse, Robert: Secretary of Communication for the U.S. Catholic Conference.

Bodwell, Douglas: Director of Educational Activities for the Corporation for Public Broadcasting.

Bradt, Jack: Family Systems Psychiatrist at the Groome Center, Sibley Hospital in Washington, D.C.

Burke, Yvonne Brathwaite: U.S. Representative from California, 28th District, first woman to be granted maternity leave in office.

Burros, Marian: Food Editor of the Washington Post and Television Consumer Reporter.

Caldwell, Bettye: Professor of Early Development, University of Arkansas; Director of the Kramer School/Day Care Center for Babies through 12 years old.

Cantor, Muriel: Sociologist at American University, Author of "Hollywood TV Producer" and "Varieties of Work"; co-author of CPB report on Women in Public Broadcasting.

Gardenaz, Rene: President of Bilingual Children's Television, Producer of "Villa Allegro."

Chandler, Barbara: Education Program Specialist, Office of Adult Education, HEW.

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Charren, Peggy: President, Action for Children's Television (ACT).

Cohen, Edwin: President, Agency for Instructional Television (AIT).

Cook, Gayla: Director, Media Software Cable Communications Resource Center, Booker T. Washington Foundation.

Culkin, John: Department Chairman of Communications, New School for Social Research in New York City, formerly Director of the Center for Understanding Media.

Dittman, Laura: National Director of Project Development Continuity, OCD.

Doress, Paula: Member of the Boston Women's Health Book Collective which wrote and published Our Bodies, Ourselves and currently working on a book on parenting.

Dyke, James: Special Assistant to the Vice President for Issue Development, Specialist in educational priorities for the administration.

Ficker, Annette: Pediatrician at Children's Hospital, part of the hospital team which works with child abusers and potential abusers.

Fleming, Arthur S.: U.S. Commissioner on Aging.

Goodman, Ellen: Syndicated Columnist for the Boston Globe.

Gorovitz, Samuel: Chairman, Department of Philosophy at the University of Maryland.

Halperin, Samuel: Director of the Institute for Educational Leadership, George Washington University.

Healy, Timothy S.: President Georgetown University, Author of two books dealing with the works of John Downe, former Vice President, Fordham University and Vice Chancellor for Academic Affairs at City University of New York.

Housman, Louis: National Media Resource Center on the Aging.

Hutchins, Vince: Bureau Director, Bureau of Community Health Services Office of Maternal and Child Health/Associate.

Johnson, Richard: Specialist for Head Start, National Parent Involvement/Social Service, OCD.

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Kilpatrick, James J.: Social Commentator, Contributing Editorial Writer for the Washington Star, Television Commentator appearing on "60 Minutes" and "Agronsky and Company."

Lesser, Gerald: Professor at Howard Graduate School of Education, Author of "Children and Television."

Leverton, Ruth: Former Research Advisor in Foods and Nutrition, USDA.

Lowrey, James E.: Chairman of the Board of the Southern Leadership Conference, Minister of the Central United Methodist Church, Atlanta.

Mays, Benjamin: President of the Board of Education, Atlanta Public Schools, Author "Born to Rebel", former President, Morehouse College.

McNamara, Margaret: Founder and Director of the Reading is Fundamental Program.

Morrisett, Lloyd: President, the John and Mary Merkle Foundation, formerly the Vice President of the Carnegie Foundation for the Advancement of Teaching.

Nottingham, Stuart: Public Health Service Medical Officer, Division of Scientific Investigations, Office of New Drug Evaluation, Bureau of Drugs, FDA.

Sanchez, Leveo: President, Development Associates, Inc.

Nyquist, Ewald B.: Former Commissioner, Education Department, New York State.

Sandler, Bernice: Director, Project on the Status of Women in Higher Education.

Shannon, William: Writer, Editorial Staff, New York Times.

Spellman, Gladys Noon: U.S. Representative, 5th Congressional District of Maryland; former Teacher and Vice President of Maryland's State PTA.

Terkel, Studs: Radio personality, Author of "Working."

Weintraub, Fred: President, Council for Exceptional Children.

Wigren, Harold E.: Educational Telecommunications Specialist with National Education Association.

Will, George F.: Pulitzer Prize Winner, Social Commentator, Contributing Editorial Writer for the Washington Post, Associate Editor for Newsweek; Television Commentator on "Agronsky and Company."

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Williams, David: Director, Southwest Educational Laboratories.

Wilson, Eleanor: Executive Director, 4H Program for U.S. Department of Agricultural Extension Service.

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APPENDIX C

SAMPLING PLAN FOR TELEPHONE SURVEY

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SAMPLING PLAN FOR TELEPHONE SURVEY

Applied Management Sciences developed a sample of adults within listed telephone households in the continental United States that is representative in terms of geographic location, age, race, sex, education and income level. In order to obtain a national sample of the type required by the Office of Education, Applied Management Sciences employed a multi-stage stratified cluster sample in which households were the basic sampling unit and adults within households were the unit of analysis, and various geographic and population criteria were used to configure clusters and sampling strata.

The design that Applied Management Sciences applied in the needs assessment telephone survey had five distinct levels. The first stage provided for the selection of States. Two states, Alaska and Hawaii, were eliminated for cost considerations, and seven other states, North Dakota, South Dakota, Delaware, New Hampshire, Rhode Island, Idaho and Wyoming, were eliminated at this stage because of their very small populations in proportion to the total U.S. population. The elimination of those states does not pose a serious threat to the generalizability of the findings since: (1) the total population of these nine states comprises a small proportion of the total U.S. population, and (2) other states within regions represented by the eliminated states were included and, thus, regional representation was achieved.[1/]

1/ The number of respondents sampled from each of the nine Census regions is proportionate to the total population within each region, as indicated by the chart displayed in Appendix .

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The selection of counties within states was accomplished in the second stage of the sampling plan, and counties were selected on a random basis. This selection procedure ensured that counties with a wide range of population size (i.e., rural, suburban and urban) were included in the sample in proportion to their incidence in the state, and that no other source of systematic bias was introduced.

The third stage involved the selection of primary sampling units within counties. For the purpose of this study, primary sampling units were defined as census tracts for all tracted counties included in the sample and municipal civil divisions within all non-tracted counties. The primary sampling units were again selected on a random basis, which ensured that no systematic bias was involved in the selection of primary sampling units. The third stage resulted in the selection of 240 primary sampling units within 41 states and the District of Columbia within the nine census regions of the nation.

Secondary sampling units consisting of clusters of 55 households within each primary sampling unit were selected in the fourth stage. Within each primary sampling unit, one zip code area was randomly selected and a Donnelly directory of listed telephone numbers was obtained for that zip code area.[1/] Subsequently, a cluster of 55 household telephone listings was randomly selected from within the relevant total telephone listing for the zip code area. Thus, the sample from which telephone calls were made and individual respondents were selected consisted of 240 clusters,

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1/ Donnelly directories are organized for discrete zip code areas, and for this reason one individual zip code area within a primary sampling unit was chosen. Some bias was introduced at this stage because some zip code areas include more than one primary sampling unit, and these were not considered. However, this bias is minimal if one can consider that eliminated zip code areas do not systematically differ from zip code areas defined by only one primary sampling unit.

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each of which, in turn, consisted of 55 households with listed telephone numbers.[1/]

The fifth stage involved the selection of adult respondents within households with listed telephones. Within each cluster of 55 telephone households, telephone calls were placed to randomly selected households, until a maximum of five or six interviews were completed within each cluster (half of the clusters were randomly assigned a maximum of five and six completed interviews, respectively, in order to obtain 1,300 completed interviews over 240 clusters). That is, substitutions were made for non-completed calls. Additionally, two screening devices were used. The respondent had to be an adult (i.e., eighteen years or older) and a 50 percent representation of male and female respondents had to be achieved within each cluster. In most cases, the first adult to answer the telephone was selected as the respondent, unless the maximum number of interviews had already been completed in the adult's same-gender category, in which case an adult of the opposite sex was asked to come to the telephone.

In a strictly technical sense, in order for the sample of respondents to be considered as a national probability sample, the respondents within a household should be selected randomly. This would involve asking the person who would answer the telephone for the names of all adults in his/her household, randomly selecting the respondent, and repeating the selection if the respondent is unavailable. This process is cumbersome and is likely to alienate the

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1/ For convenience, an equal number of listed telephone households were chosen within each zip code areas, regardless of the total number of listed households in the area. Since the previous stages of the sampling plan provided for the selection of urban, suburban, and rural areas in proportion to their incidence in the population, this equal selection strategy does not introduce bias by population density of areas.

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potential respondent. For these reasons, Applied Management Sciences chose to select the first adult who met the gender qualifications who reached the telephone as the respondent. The process used for respondent selection within households did not pose a serious threat to the generalizability of study results to a national population.

APPENDIX D

COMPARISON OF SAMPLE DEMOGRAPHICS TO POPULATION DEMOGRAPHICS

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COMPARISON OF SAMPLE DEMOGRAPHICS TO POPULATION DEMOGRAPHICS

	Completed Interview Sample (%)		Population According to 1970 U.S. Census (%)	Weighting Used to Adjust Sample	Reweighted Sample (%)
REGIONS					
New England	5.8		5.7		
Mid Atlantic	19.0		18.7		
East North Central	19.2		19.5		
West North Central	8.5		8.1		
South Atlantic	14.9		14.9		
East South Central	5.8		6.1		
West South Central	9.2		9.4		
Mountain	4.2		4.0		
Pacific	13.3		13.6		
AGE					
18-24	13.2		18.7	x 1.5	19.2
25-34	20.9		18.6		20.2
35-44	15.2		17.3		14.6
45-54	16.2		17.4		15.7
55-64	14.8		13.9		28.4
65+	18.1		15.3	x .83	28.8
Refused	1.5				1.5
INCOME					
0- 4,999	13.1	15.7*	29.1		12.6
5,000- 9,999	15.8	19.0	28.5		16.0
10,000-14,999	21.2	25.4	22.4		21.8
15,000-24,999	24.2	29.1	15.5		24.3
25,000 and over	8.9	10.7	4.2		8.8
Refused	16.7				16.5
SEX					
Male	50.1		47.5		50.8
Female	49.9		52.5		49.2
MARITAL STATUS					
Married	69.5		63.5		67.7
Single	14.3		25.4		17.4
Widowed	9.2		7.9		7.9
Divorced/Separated	6.5		3.3		6.4
Other	.5				.5
RACE					
Black, not of Hispanic Origin	10.1		9.8		10.5
White, not of Hispanic Origin	82.5		88.9		82.0
Hispanic	3.5		3.8		5.9
Asian or Pacific Islander	.8		1.4		5.9
American Indian or Alaskan Native	1.2		1.4		5.9
Refused	1.8				1.7
EDUCATION					
Grade School or less	10.1				21.4
Some High School	12.3				21.4
High School Graduate	34.3				34.3
Some College/Vocational Training	13.6		Not Comparable		23.0
Two Year College or Vocational Grad.	8.2				23.0
College Graduate	13.0				19.9
Some Graduate Training	7.0				19.9
Refused	1.5				1.4

*Percentages recalculated without counting refusals at a rate of 83.3

APPLIED MANAGEMENT SCIENCES

Topic and Probability Level \ Age Group	18-25	25-34	35-44	45-54	55 and over
Problems of discipline (.0000)	66.3	69.9	60.4	52.6	37.4
Cognitive development (.0000)	76.7	77.9	62.4	55.0	35.1
Relationships between mother/father (.0000)	68.8	67.3	58.9	53.6	36.4
How a child expresses emotion (.0000)	63.4	72.1	59.1	52.1	29.9
How a child develops self-image (.0000)	68.0	72.8	64.5	52.6	30.2
How a child learns values and morals (.0000)	69.2	75.4	68.5	54.0	35.8
How a child can learn to deal with failure (.0000)	69.2	73.2	67.0	54.5	33.8

Topic and Probability Level \ Education Group	Less than High school	High school Graduate	More than High School, less than College Graduate	College Graduate or more
Problems of discipline (.0053)	50.6	56.6	57.8	55.6
Cognitive development (.0307)	51.6	58.4	66.7	58.8
Relationships between mother/father (.0003)	49.5	55.5	62.3	51.8
How a child expresses emotion (.0007)	45.8	52.7	58.7	54.1
How a child develops self-image (.0004)	46.4	54.0	59.7	59.8
How a child learns values and morals (.0179)	49.8	58.5	63.4	59.7
How a child can learn to deal with failure (.0040)	48.6	57.1	62.3	58.6

Topic and Probability Level \ Income Group	$0-4,999	$5,000-$9,999	$10,000-$14,999	$15,000-$24,999	$25,000 and over
Problems of discipline (.0039)	46.4	58.5	60.9	59.7	52.1
Cognitive development (.0024)	47.5	64.3	63.5	63.7	57.0
Relationships between mother/father (.0017)	48.3	57.3	59.6	57.2	52.4
How a child expresses emotion (.0003)	40.4	53.0	59.7	56.8	50.9
How a child develops self-image (.0003)	43.0	55.9	59.2	58.6	57.2
How a child learns values and morals (.0007)	46.3	62.9	65.3	61.7	56.2
How a child can learn to deal with failure (.0005)	46.6	57.6	62.9	62.4	56.2

Topic and Probability Level \ Parental Status	Parent	Non-parent
Cognitive Development (.0091)	47.7	43.0
Problems of discipline (.0144)	58.3	48.8
Relationships between mother/father (.0295)	56.9	50.4
How a child expresses emotion (.0003)	56.2	45.3
How a child develops self-image (.0204)	57.7	47.7
How a child learns values and morals (.0009)	62.1	48.9
How a child can learn to deal with failure (.0069)	60.3	49.0

APPLIED MANAGEMENT SCIENCES

APPENDIX E

TELEPHONE SURVEY QUESTIONNAIRE

APPLIED MANAGEMENT SCIENCES

Hello, I'm _____ from _____ an international research company _____ We are conducting a national survey for the Department of Health, Education and Welfare that will help them plan their future programs and would like to have your opinions.

Your participation in this survey is purely voluntary on your part; however, we would appreciate your help by answering these questions for us.

A. Are you eighteen years of age or older?

Yes. (CONTINUE). . . . . 1 -14
No . (ASK TO SPEAK TO SOMEONE 18 OR OLDER). 2

---

1. How would you rate your community or neighborhood in terms of its desirability as a place to live?

ASK AS AN OPEN END.
DO NOT RECORD ANSWERS, THIS IS A WARM-UP QUESTION ONLY.

---

2. We are interested in finding out about the important problems or concerns people have that they'd like some help with or information about. What do you think are the major problems or issues that face people in your neighborhood right now?

INTERVIEWER, PROBE FOR MORE THAN ONE ISSUE OR PROBLEM.

15-16
17-18
19-20
21-22
23-24

APPLIED MANAGEMENT SCIENCES

3. I'm going to read you a list of problems that commonly face people, and after I read each one to you, I'd like you to rate how important that problem is to people in your neighborhood.
Tell me whether it's very important, somewhat important, or not important.
REPEAT CATEGORIES AS OFTEN AS NECESSARY.

IF RESPONDENTS REPLY THAT THEY DO NOT KNOW PEOPLE IN THEIR NEIGHBORHOOD OR THEIR PROBLEMS.....ASK THEM TO RATE THE IMPORTANCE OF THESE PROBLEMS TO THEIR FRIENDS OR RELATIVES; IF THEY STATE THAT THEY CAN'T GUESS HOW THEIR FRIENDS OR RELATIVES FEEL ABOUT THESE PROBLEMS, ASK THEM TO RATE HOW IMPORTANT THE PROBLEMS ARE TO THEMSELVES.

	Very Important	Somewhat Important	Not Important	Don't Know	
a. How to manage money well	3	2	1	0	25
b. Obtaining information about mental health services	3	2	1	0	26
c. Handling a drug abuse problem	3	2	1	0	27
d. Environmental problems, and what can be done about them	3	2	1	0	28
e. Getting along well with their husband or wife	3	2	1	0	29
f. Getting along well with parents	3	2	1	0	30
g. Getting along well with children	3	2	1	0	31
h. Taking care of their own and their family's health	3	2	1	0	32
i. Handling an alcoholic problem	3	2	1	0	33
j. Good food/nutrition practices	3	2	1	0	34
k. Raising young children	3	2	1	0	35
l. Raising teenage children	3	2	1	0	36
m. Consumer action channels	3	2	1	0	37
n. Problems with divorce	3	2	1	0	38
o. Planning for retirement	3	2	1	0	39
p. Rising crime rates	3	2	1	0	40
q. Obtaining adequate housing	3	2	1	0	41
r. How the education system operates	3	2	1	0	42

APPLIED MANAGEMENT SCIENCES

4. Now, I'm going to read you a list of problems related to personal growth and skills, and I'd like you to rate how important each problem is to people in your neighborhood. Tell me whether it's very important, somewhat important, or not important.
REPEAT CATEGORIES AS OFTEN AS NECESSARY.

AGAIN, IF RESPONDENTS CAN'T ANSWER FOR PEOPLE IN THEIR NEIGHBORHOOD, ASK THEM TO RATE THE IMPORTANCE OF THESE PROBLEMS TO THEIR FRIENDS OR RELATIVES; IF THEY CAN'T ANSWER FOR FRIENDS OR RELATIVES, ASK THEM TO RATE HOW IMPORTANT THE PROBLEMS ARE TO THEMSELVES.

	Very Important	Somewhat Important	Not Important	Don't Know	
a. Keeping up with current affairs	3	2	1	0	43
b. Understanding changing roles and responsibilities for men and women	3	2	1	0	44
c. The changeover to the metric system	3	2	1	0	45
d. How to do home repairs	3	2	1	0	46
e. Learning more about types of hobbies/crafts	3	2	1	0	47
f. How to find opportunities for community involvement	3	2	1	0	48
g. Use of leisure time	3	2	1	0	49
h. Preparing income tax returns	3	2	1	0	50
i. How to play various sports	3	2	1	0	51

---

5. Are there any other problems or concerns that we haven't covered that you think people would like more information about?

Yes. . . . . 1 -52
No 2

IF YES, ASK WHICH ONES? (PROBE)

53-54
55-56
57-58

6. Do you think that television series or specials give people information that helps them to cope with their problems?

Yes. . . . . 1 -59
No 2
Maybe. 3
Don't know 0

APPLIED MANAGEMENT SCIENCES

7. Are there any problems or issues that face people around you that you think television programming might be able to address?

Yes 1-60
No 2

IF YES, ASK WHICH ONES?
(ASK AS AN OPEN-END)

A	Health/nutrition	( )	
B	Drug/alcohol abuse	( )	
C	Mental health.	( )	
D	Interrelationships (with family, friends, etc.).	( )	
E	Raising children/parenting	( )	
F	Consumerism/money management/financial planning.	( )	
G	"How to" build/repair things	( )	61-71
H	Current affairs.	( )	
I	Leisure time use (hobbies, sports, recreation)	( )	
J	Historical events.	( )	
K	Community help/involvement	( )	
L	Other _____ (SPECIFY)	( )	72
			73-74
			75-76

8. The Department of Health, Education, and Welfare is thinking about developing a television series on parent education and raising young children, which would concentrate on the problems of parents. How important do you think it is to people in your neighborhood to get more information about raising young children?

Very important. 1-77
Fairly important. 2
Moderately important. . . 3
Slightly important. . . . 4
Not at all important. . . 5
Don't know. 0

End Cd 1

APPLIED MANAGEMENT SCIENCES

Col 12-13
Cd 2

9. Do you have children?

Yes. . . . . 1 -14
No 2

9a. How many children do you have?

One. 1
Two. 2
Three. 3
Four or more 4 15

9b. How old are they?

		Write in # of children	
Between	0- 5 years old	_____	16
	6-10 years old	_____	17
	11-15 years old	_____	18
	16-20 years old	_____	19
	21 years old +	_____	20-21

APPLIED MANAGEMENT SCIENCES

10. How interested would you be in watching a television program or series on parenting?

- Very interested . . . . . 1 -22
- Fairly interested 2
- Moderately interested 3
- Slightly interested 4
- Not at all interested 5
- Don't know. 0

IF INTERESTED, ASK:

Since you've indicated that you have some interest in learning about raising young children, I'd like to ask you about some of the ideas that we've had about topics to cover in the series. After I mention a topic to you, please rate how important that topic would be to you. Tell me whether it's very important, somewhat important, or not important.

	Very Important	Somewhat Important	Not Important	Don't Know	
a. How a child grows and develops physically	3	2	1	0	23.
b. How a child learns and how his mind develops	3	2	1	0	24
c. Problems of discipline	3	2	1	0	25
d. The relationships between a mother and father	3	2	1	0	26
e. How to handle fighting among children	3	2	1	0	27
f. Taking care of yourself during pregnancy	3	2	1	0	28
g. Problems of being a single parent	3	2	1	0	29
h. How a child expresses emotion	3	2	1	0	30
i. How a child develops a self-image	3	2	1	0	31
j. How a child learns values and morals	3	2	1	0	32
k. How a child can learn to deal with failure	3	2	1	0	33
l. Problems of working parents and child care	3	2	1	0	34
m. Other_____ (SPECIFY)	3	2	1	0	35

36-37
38-39

APPLIED MANAGEMENT SCIENCES

11. Do you own a television set?

Yes. 1-40
No .(GO TO DEMOGRAPHICS) . . 2

IF YES, ASK:

Can you receive a public television station on a television set in your home? IF RESPONDENT ASKS, DEFINE PUBLIC STATION AS ONE THAT IS NON-COMMERCIALLY OWNED. EXCLUDES ABC, NBC, CBS, METROMEDIA, AND GROUP W STATIONS.

CODE RESPONSE INTO ONE OF THE FOLLOWING CATEGORIES.

Yes. 1
Yes, but with poor reception 2
No (IF NO, SKIP TO DEMOGRAPHIC QUESTIONS). 3

41

How often do you watch programs on a public TV station?
CODE RESPONDENT REPLY INTO ONE OF THE FOLLOWING CATEGORIES.

Several times a week 1
Couple times a week. 2
Couple times per month 3
Once every few months 4
Never. 5

42

What was the last program you watched on public television?

_____

43-44.

APPLIED MANAGEMENT SCIENCES

Now, I have a few questions for statistical purposes. This information will only be used for comparison purposes. Your answers will be combined with answers of people similar to yourself and no one will have any way to trace your response to you personally.

I. Into which of the following categories does your age fall?

18-24 years . . . . . 1 -45
25-34 years 2
35-44 years 3
45-54 years 4
55-64 years 5
65 and over 6
Refused 0

II. Which of the following categories describes your racial or ethnic background?
(READ CATEGORIES)

Hispanic. . . . . 1 -46
Black (Not of Hispanic origin) 2
White (Not of Hispanic origin) 3
Asian or Pacific Islander. 4
American Indian or Alaskan Native. 5
Refused/D.K. 0

III. What is the highest level of schooling that you have completed?

Grade school or less 1-47
Some high school 2
Graduated high school . . . 3
Some college or vocational training. 4
2-year college graduate or vocational grad. 5
College graduate. 6
Some graduate training. . . . 7
Refused/Don't know. 0

IV. Which of the following categories describes your families total annual income in 1976 before taxes?

0-$4,999 1-48
$5,000-$9,999 2
$10,000-$14,999. 3
$15,000-$24,999. 4
$25,000 and over 5
Refused/D.K. 0

V. Which of the following categories describes your marital status?

Married	1	
Single	2	
Widowed	3	49
Divorced/Separated	4	
Other _____ (SPECIFY)	0	50

VI. Sex (BY OBSERVATION)

Male	1	-51
Female	2	

APPLIED MANAGEMENT SCIENCES

APPENDIX F

TELEPHONE SURVEY MATRIX OF OBJECTIVES, QUESTIONNAIRE ITEMS, AND DATA ANALYSIS

APPLIED MANAGEMENT SCIENCES

TELEPHONE SURVEY MATRIX OF OBJECTIVES, QUESTIONNAIRE ITEMS, AND DATA ANALYSIS

OBJECTIVE	QUESTIONNAIRE ITEM	DATA ANALYSIS PLAN
1) to determine peoples' social service delivery needs	3 and 5	• frequency dist. of response categories • cross-tabulation with demographic variables (see objective 8) • chi-square test of significance • significance test of proportional differences
2) to determine peoples' informational needs	4 and 5	• frequency dist. of response categories • cross-tabulation with demographic variables • chi-square test of significance • significance test of proportional differences
3) to determine if television is perceived as a delivery system	6	• frequency dist. of response categories • cross-tabulation with demographic variables • chi-square test of significance • significance test of proportional differences
4) to determine whether TV programming could be delivery system	7	• frequency dist. of response categories • cross-tabulation with demographic variables • chi-square test of significance • significance test of proportional differences
5) to determine if parenting is perceived need	8 and 12	• frequency dist. of response categories • cross-tabulation with demographic variables • chi-square test of significance • significance test of proportional differences
6) to determine parenting-related need areas, if any	13	• frequency dist. of response categories • cross-tabulation with demographic variables • chi-square test of significance • significance test of proportional differences
7) to determine age/sex/race/marital status/income/education/geographic location/urbanicity differences in responses	18 - 23 and prescreened variables of geographic location and urbanicity	• use in cross-tabulation with all other variables
8) receptiveness to public television programming	15 and 16	• frequency dist. of response categories • cross-tabulation with demographic variables, 1-2, and 5-8 • chi-square test of significance • significance test of proportional differences

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